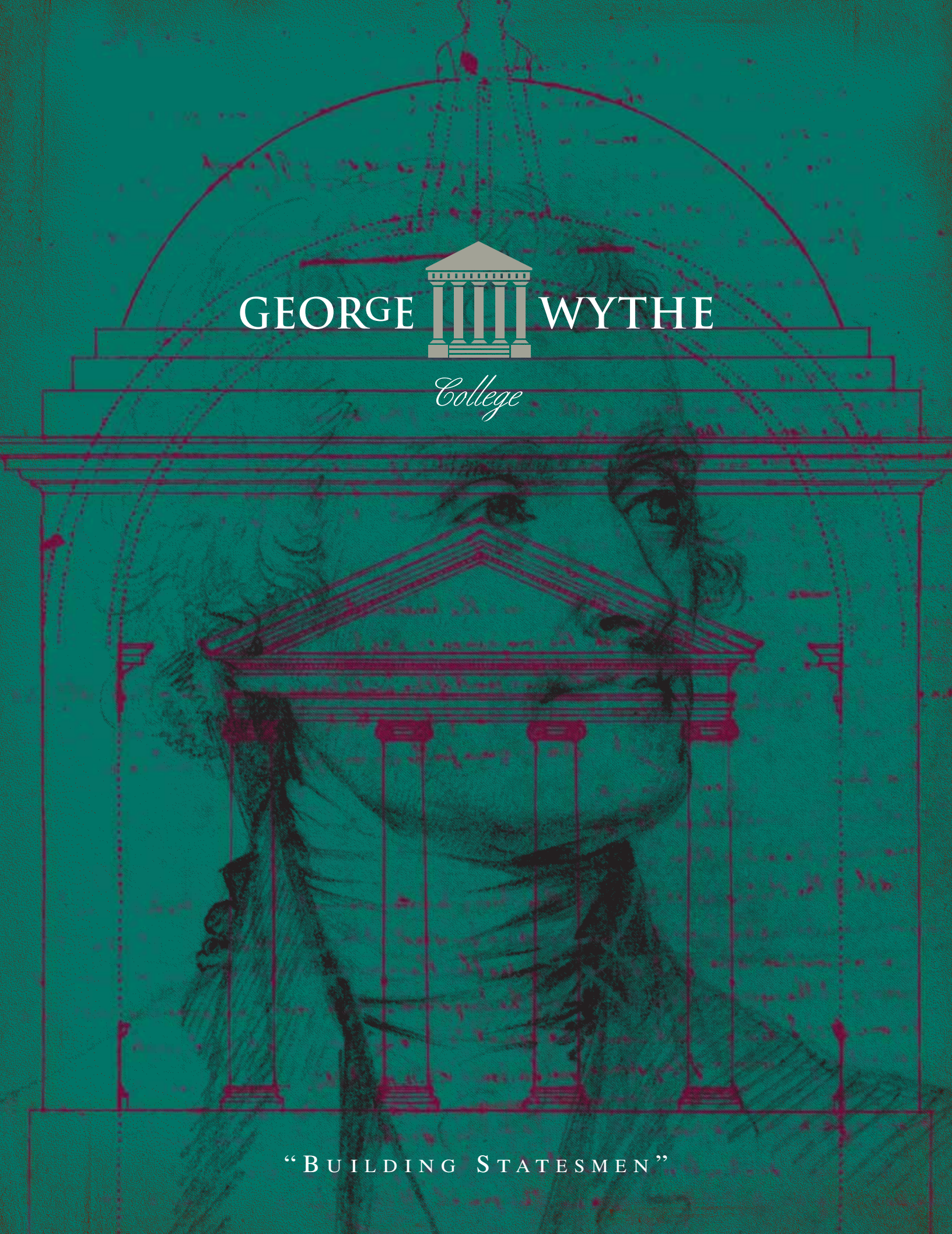

GEORGE WYTHE
College
"BUILDING STATESMEN"



The Mission of George Wythe College



To build men and

women of virtue,

wisdom, diplomacy

and courage who

inspire greatness

in others and move

the cause of liberty.

Contents

"The philosophy of the school room in one generation will be the philosophy of government in the next."

— Attributed to Abraham Lincoln

"My doctoral work at George Wythe has been an extraordinary exercise. It has manifested in practical and personally rewarding experiences that have proved invaluable in statesmanship and business. Any student desiring the best possible preparation for the future, instituted in solid foundational beliefs and stimulating, yet challenging education, should choose George Wythe College."

— The Honorable Mark D. Siljander, Member of the United States Congress (Ret.) and former Ambassador to the United Nations

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From the President

With this brochure I welcome you to George Wythe College. This is truly a unique educational institution, founded with a singular goal: to prepare statesmen the caliber of Thomas Jefferson and others such as Washington, Lincoln, Joan of Arc, Churchill and Ghandi to lead out in the many challenges and opportunities of the twenty-first century. And of course, the best way to train Jeffersons is the way he was trained — by his mentor George Wythe. Allow me to enumerate some of the key reasons why you should consider attending:

1. **GWC students get a superb education.** They study the great classics of science and the arts, literature and philosophy, history and political science, foreign and ancient language. They earn a true liberal arts education, the kind that throughout history has always been a prerequisite to leadership.
2. **A GWC education trains students to be leaders.** Leadership requires the ability to think independently and creatively, to analyze, organize, communicate and inspire. Leaders must be able to define problems as well as solve them, to ask penetrating questions and challenge prevailing assumptions, and to negotiate, delegate and counsel with both confidence and humility. George Wythe College fosters these skills.
3. **GWC studies are challenging.** Like all important things in life, a great education requires great effort. Students learn the principles of truth in a broad liberal arts curriculum as well as in their specific major. They master the skills needed to apply these truths, including effective techniques of written and oral communication. And perhaps most importantly, they learn that leadership requires eloquent communication on the intangible level — including initiative, tenacity, and depth.
4. **GWC students are uniquely prepared for their careers.** As broadly educated, leadership-oriented, independent thinkers, GWC graduates add breadth and depth to any organization. Since George Wythe College emphasizes entrepreneurship and business innovation, our program is well suited to those seeking to be employers as well as outstanding leaders within organizations.
5. **GWC is a private school** where principles of free markets, free government, personal liberty and accountability are taught by both precept and practice.
6. **The other students** you will work with at GWC are among the brightest young people in America and internationally. You will learn from them and forge lasting friendships and valuable networks with some of today's most promising young leaders.
7. **GWC mentors** are extremely effective at helping students find their inner genius and prepare for impact in their family, community, career and life work.

George Wythe College is a unique institution focusing on the time-proven 5 Pillars of Statesmanship™ which have almost disappeared from modern academia: Classics, Mentors, Simulations, Field Experience and God. If you want the type of education that prepared statesmen such as Cicero, Benjamin Franklin, Abigail Adams, and Martin Luther King, Jr., come experience George Wythe College.



Oliver DeMille is the founder and president of George Wythe College, and the author of A Thomas Jefferson Education. As a university student, Oliver went on a search for a truly great education—researching private and public universities, technical and religious schools, and corporate and international educational institutions. As a result, he took classes from a small Bible school where he worked closely with mentors and studied the Bible and the great classics in many fields. Eventually, although Coral Ridge Baptist University was not regionally accredited, he was so excited by the quality of his studies that he left a large, well-respected university to focus full time on his classical education. He earned a B.A. in Biblical Studies (May 1992), M.A. in Christian Political Science (December 1992), and Ph.D. in Religious Education (May 1994) at Coral Ridge Baptist University. He has written and spoken extensively about the traditional education system versus his intense mentored-classical experience with Coral Ridge and other non-traditional schools (see the article, "The First Fifteen Years" @ www.gw.edu). After his Coral Ridge studies, he returned and completed a B.A. in International Relations with a minor in Aerospace Studies at Brigham Young University (August 1994). Oliver is a popular keynote speaker, writer and business consultant. He is married to the former Rachel Pinegar and they have eight children.

Provost

What Makes George Wythe College Unique?



Andrew Groft earned a Doctor of Education Degree from George Wythe College in 2001. Dr. Groft has taught and consulted for the Pennsylvania School for the Deaf, Tennessee School for the Deaf and Blind, George Wythe College, Southern Utah University, Iron County Public Schools, and other schools, businesses and governmental forums in the Western United States, Europe and Eastern Africa. Dr. Groft formerly served as Caucus Chair to the Family Caucus and Public Relations Liaison at the United Nations in New York and Istanbul. He has served on several business and academic boards. Andrew, his wife Leslie and their five children reside in Cedar City, Utah.

"You must be the change you wish to see in the world."

— Gandhi

People are involved in families, churches, schools, clubs and organizations, businesses and states. The role of the individual is to exhibit virtue; the family to give, nurture and protect life; the church to strengthen the heart and soul; the school to strengthen the mind and body; clubs and organizations to offer a venue for service, personal mission, friendship and hobbies; business to create and exchange value; and states to establish and maintain an environment of freedom and order so that all the others can thrive. Unless wise leaders are actively involved in the workings of the state, it will fail in its primary objective. And what is that objective? According to Aristotle it is happiness—the highest good.

Statesmen are men and women of virtue. They may never run for public office, but they give their lives to preserving the proper role and scope of the state—using all of the divisions of humanity described above—so that those divisions can perform their proper roles. Statesmen are mothers, fathers, pastors, teachers, business owners, philanthropists, entrepreneurs, governors, politicians, lawyers, doctors, farmers, students, presidents and members of organizations who care about the proper workings of the state. When properly constructed and maintained, the state provides order and protects freedom. It preserves an environment not of equality, but of fairness, where individuals, families, churches, schools, clubs and businesses can seek success and even experience failure. Statesmen understand the importance of the state to human happiness, and they give their lives to safeguard its proper roles. But they know that the unchecked state will snuff out the very freedom that allows them to fulfill their virtue—or accomplish their freely chosen life's work.

Like George Wythe, who taught and mentored Thomas Jefferson, John Marshal, James Monroe and numerous others, George Wythe College trains Statesmen using the liberal arts. Liber is the root for words such as liberty, liberal and library. And since an art is a tool, the liberal arts are those tools that men must know and use if they are to become and remain free. George Washington said that, "Government is not reason, it is not eloquence—it is force! Like fire, it is a dangerous servant and a fearful master." Washington spoke here of the state, and it is the role of statesmen to use the liberal arts to keep this dangerous servant from becoming a fearful master.

The liberal arts taught at our college include history, human nature, the great ideas, the workings of government and economy, anthropology, the ugliness of tyranny and the beauty of liberty, poetry, principles and forms. We use the liberal arts to teach the skills of leadership, diplomacy, analytic reading, sound reasoning, calculation, effective public speaking and persuasive writing. Finally, the education of a statesman is not simply about information, it is about transformation. The ancient Eastern philosopher Kaibara Ekken said, "the aim of learning is not merely to widen knowledge but to form character." Mentors inspire and the great minds of history question and instruct. Students are dedicated to elevating their character on a lifelong path of becoming.

The educational philosophy of George Wythe College is simple. Mentors create an atmosphere of inspiration, promote a rigorous work ethic, encourage the use of freedom, and lead out with an expectation of quality to build a generation of statesmen who will use those same environments to inspire greatness in others and move the cause of liberty. It would be hypocritical to teach statesmen using coercion. "It is your education," your mentor will say, and then he will do everything in his power to inspire you to believe it.

Who Is George Wythe?

George Wythe was the first law professor in America, a signer of the Declaration of Independence, and a delegate to the Constitutional Convention. He was a mentor to Thomas Jefferson, John Marshall, James Monroe, Henry Clay and "enough other Founding Fathers to populate a small standing army," as Professor Forrest McDonald put it. Biographer Robert Peterson summarized some of Wythe's major achievements:

> "Often working quietly behind the scenes in the classroom or in his chambers, Wythe helped lay the foundation for the limited, Constitutional government that brought forth America's free enterprise system.…Teaching both by example and precept, Wythe might be called America's 'Teacher of Liberty.' At the same time, his contribution to the legal profession as America's first professor of law earns him the title of 'The Father of American Jurisprudence.'

> "Wythe's chief aim as an educator was to train his students for leadership. In a letter to his friend John Adams in 1785, Wythe wrote that his purpose was to 'form such characters as may be fit to succeed those which have been…useful in the national councils of America'.…Mr. Wythe's School…produced a generation of lawyers, judges, ministers, teachers, and statesmen who helped fill the need for leadership in the young nation."

His success is evident in the contributions of his graduates: he taught two United States Presidents, two Supreme Court Justices and over thirty Governors, Senators, Congressmen, Ambassadors and Judges. His methods were simple: students read the classics and were required to orally discuss what they had learned and how it applied to personal life and world events. He questioned students about their readings and required both deep insight and clarity in their answers. Research, writing, thinking and public speaking skills were practiced, mentored and mastered. Another biographer described him as:

> "One of the most learned legal characters of the present age.…He is remarkable for his exemplary life and universally esteemed for his good principles. No man, it is said, understands the history of government better than Mr. Wythe.…"

Perhaps his student Thomas Jefferson said it best:

> "He was my ancient master, my earliest and best friend, and to him I am indebted for first impressions which have [been] the most salutary on the course of my life.

> "No man ever left behind him a character more venerated than George Wythe. His virtue was of the purest tint; his integrity inflexible and his justice exact; of warm patriotism, and, devoted as he was to liberty and the natural and equal rights of man, he might truly be called the Cato of his country…"



1726–1806

"He [George Wythe] gives lectures regularly, and holds moot courts and parliaments, wherein he presides, and the young men debate regularly in law and legislation, learn rules of parliamentary proceeding, and acquire the habit of public speaking…I know of no place in the world, while present professors remain, where I would so soon place a son."

—Thomas Jefferson

Our Mission

THE MISSION OF GEORGE WYTHE COLLEGE

To build men and women of virtue, wisdom, diplomacy, and courage who inspire greatness in others and move the cause of liberty

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

— Thomas Jefferson

"Every one shall consider the main End of his life and studies, to know God…"

— Harvard Admissions Requirement (17th Century)

"He that is a righteous master of his house will be a righteous statesman."

— Plato

To Build Men and Women

The mission of this college is not to expand or convey knowledge, however worthy that goal may be. It is to build men and women. But you may ask yourself, "What kind of men and women?" The mission focuses on the centrality of virtue, wisdom, diplomacy and courage. Thus the student becomes the focus, not the topic of inquiry, the curiosity of the professor, or the prestige of the college. This focus governs all that we do. It determines our class size and structure, our grading procedures and the way we award credit. It governs our teaching methods and guides our selection of texts. It even affects the structure of our campus and the decor of our buildings. In short, the very existence of George Wythe College depends upon its ability to develop men and women with the attributes necessary to become statesmen. Let us explore these attributes.

Virtue

Virtue comes from the Latin word *virtus* meaning power or strength, which in turn comes from *vir* meaning man. Hence, in the Roman sense, virtue is possessing those attributes that made a true man, namely, bravery, courage and strength. Plato states that the Greek word for virtue, *arête*, means fulfilling the end to which anyone or anything was created. Like the Latin *virtus*, *arête* is the feminine form of *arrhen*, which also means man. Combining these definitions, virtue is fulfilling the end to which mankind was created. And what is that end? In the ancient text of the New Testament, Christ declared: "Be ye therefore perfect, even as your Father which is in heaven is perfect." In this scripture the word perfect comes from the Greek *telios*, meaning "to be brought to its end, finished; wanting nothing necessary for completeness." Accordingly, man's purpose is to develop God's attributes, as evinced by his Son. Therefore, Christ's attributes of love, faith, moral rectitude and righteousness have historically become the definition of virtue for Western and Christian civilization.

Virtue which is valued in all religious text can be divided into attributes that relate to oneself and to others. Hence, living a moral life in relation to private duties is private virtue, while living a life of service and sacrifice for one's fellow beings is public virtue. Understanding and incorporating virtue in its fullest context is the first attribute necessary to statesmanship.

A primary purpose of this college is to inspire students to develop private and public virtue. Through classical mentoring these attributes are most effectively developed. Virtue in a mentor is a moral prerequisite to effective mentoring. Once a mentor is well on the path of developing his own virtue, he can then seek to inspire his students to develop theirs. Drawing from experience in his own life as well as the lives of great men and women from history and literature, he leads discussions that investigate and define those attributes that contribute to virtue, and inspires the students to develop them. An important part of this inspiration is helping students

find their own personal missions of self-development and service to mankind.

Every person is born with a unique mission. The calling of a mentor is to inspire and convince others to pursue their missions. He has no business stepping into the classroom if he does not feel that it is part of his mission to be there. It is not enough to know about and believe in statesmanship and public virtue. Mentors have an unquenchable drive in their work because training statesmen is their mission. A mentor can look a student in the eye and exhort him to a life of purpose because he lives such a life. This is the essence of mentorship.

Wisdom

Wisdom is "the right use and exercise of knowledge." Do we care how much our students know? Of course, but the transmission of knowledge must be subservient to its end. Our students not only know historical facts, scientific theorems, and philosophical ideas, they apply them rightly to a multitude of situations. Students learn to balance the acquisition of knowledge through the study of the liberal arts with its application by learning personal leadership and time management skills in the classroom. Classes are structured using simulations, discussions and field experiences to encourage application. The acquisition of knowledge is usually more recognizable and measurable than its application. But the mentor does not fall for the temptation to sacrifice the development of wisdom for the immediate reward that comes from being perceived as producing smart students.

Diplomacy

Diplomacy is the artful or effective management of one's relations with others. Mentors foster diplomacy using the Five Pillars of Statesmanship.™ As students learn to read and speak the language of the classics, they gain the ability to communicate ideas and apply them in a way that is inspiring and relevant. Mentors teach them the power of relationships, patience, persistence and effective communication by guiding them, pushing them and teaching them to challenge prevailing assumptions in group and individual mentor meetings. Simulations are designed in such a way that students naturally develop personal agendas with high emotional attachment that often conflict with the goals and agendas of others. For students to achieve their goals, group cooperation is required. Add to this the emotional stress that accompanies crises and deadlines, and simulations provide an excellent environment for students to apply diplomacy. Field experiences give students real-world experience with diplomacy, and a unique opportunity to analyze the effectiveness of their dealings with others. Finally, a strong emphasis on the reality of God, that the people of this world are His creations, and that each person was sent to earth with a mission he can only accomplish through relationships with others—all of these combine to endow students with the kind of diplomacy essential to statesmanship.

Courage

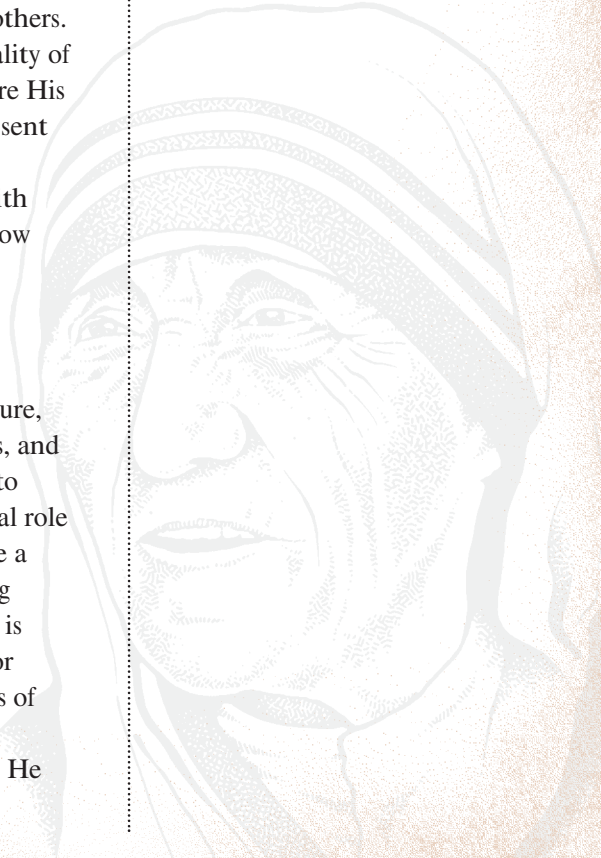
Statesmen have the courage to venture, endure, and withstand dangers, fears, and difficulties that stand as roadblocks to their missions. Mentors play a pivotal role in developing this attribute. Imagine a young student who possesses a strong work ethic and sense of mission, yet is afraid to speak in public. The mentor discusses great ideas as well as stories of men and women who sacrificed and endured fear to fulfill their missions. He

"The habits of the active utilization of well-understood principles is the final possession of wisdom."

— Alfred North Whitehead

"All the branches of knowledge are connected together, because the subject matter of knowledge is intimately united in itself, as being the acts and work of the creator."

— John H. Newman



"I don't know what your destiny will be, but one thing I know: the only ones among you who will really be happy are those who have sought and found how to serve."

— Albert Schweitzer

then helps the student overcome fear by giving him the opportunity to share his ideas in front of a small group of peers. The mentor will then have the student speak in front of larger groups. Once the student feels capable of speaking in front of groups, the mentor will increase the challenge. He will design simulations where the student is placed in situations where he may have to fight for what he believes. One of the most challenging situations for many students is the oral examination, wherein the mentor designs the setting and questions to maximize the growth of each student. While every student has his own specific fears, overcoming them in one area usually gives the student faith to overcome them in others. Accordingly, field experiences and outdoor activities under controlled circumstances can be used to foster courage. Overcoming physical challenges can be used as a faith-building catalyst to overcome mental, spiritual, emotional or social fears. Finally, the mentor will maintain an educational environment where increasing difficulties can be met sequentially, allowing the student to grow by overcoming increasingly difficult challenges. Churchill rightly said that courage is the most important of all virtues because it guarantees the others.

Inspire Greatness

Mentors inspire greatness in students, who in turn inspire greatness in others. What is greatness? This might be more easily understood by describing what it is not. It is not fame; it is not a position of leadership; it is not having your name written in history books. Greatness is fulfilling your life's mission. This is similar to the way the ancient Greeks saw genius. They believed that every person had a unique destiny or purpose in life. To aid in fulfilling this destiny a tutelary deity or spirit was assigned to each person. This spirit was called genius. It may be thought of as the personification of each person's unique abilities, interests and mission. Fulfilling your individual mission and magnifying your talents and abilities is what makes you great.

Greatness comes from within. No one can make another person great. It is an individual choice. The purpose of George Wythe College is therefore not to produce great thinkers, citizens or leaders; that is their responsibility. Our purpose is to inspire choices of greatness and to provide the necessary mentoring for each individual to reach his or her potential, and live his or her mission. Every mentor is pursuing the path of greatness and understands the power of example. Greatness is not a destination; it is a journey. Mentors inspire students to seek greatness by identifying their own missions. They understand their own unique abilities and strive to develop them so they can better assist their students. Day in and day out mentors pay the price to achieve their own personal genius. As this occurs, they are in a position to inspire others.

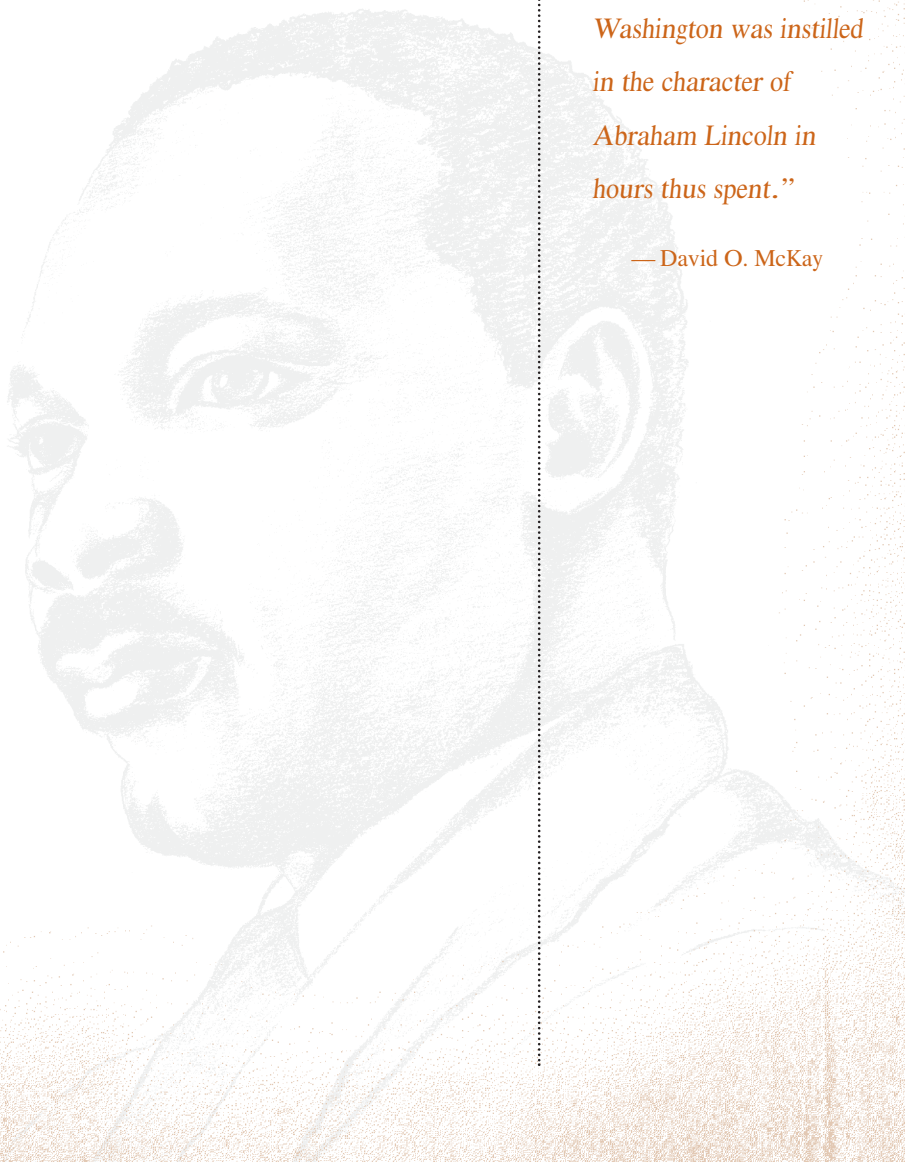
Classics inspire. In addition to lecturing on facts, dates and theories, the mentor leads the class in discussions of great people and ideas. Inspiring in class and in individual coaching sessions is how mentors lead. The students leave these sessions motivated and resolved to study harder and serve better. As mentors inspire students through classical works, encouragement and example, a culture of seeking greatness develops and students begin to inspire each other. Arrogance on the part of the mentor or student destroys inspiration. Forced and rote assignments are detrimental. Mentors are flexible in adapting to the mission of each student. This does not lessen the academic rigor of any class or program. Since no one has a personal mission of mediocrity, individual

adaptation increases academic rigor.

Rather than simply filling students with information, the mentor approaches the classics in a way that draws the best out of them. He acts, as Socrates described himself, as "a 'midwife' assisting the labor of the mind in bringing knowledge and wisdom to birth." Finally, grading and awarding credit is done in a way that inspires greatness. The mentor avoids using grading as a tool of manipulation. For this reason, standardized testing, percentile ranking and grading on the curve are not used at George Wythe College.

Move the Cause of Liberty

The college strives to increase liberty throughout the world by developing statesmen. Liberty may be defined as the ability to act as one chooses, restrained only by respect for the personal security, liberty and property of others. It involves a balance between the rights of the individual and the duty to respect the rights of others. Moving the cause of liberty is more than memorizing a definition. For example, who or what is man? Is man an evolved organism, a created being, or both? If our definition of man changes, does society's role of protection also change? How does our conception of human nature change the way we view social forms? And what is the interaction between principles, forms and issues? These are some of the questions that are discussed in what Robert M. Hutchins called, "the great conversation." As students seek to move the cause of liberty they participate in the great conversation and cultivate the attributes of statesmanship. The college endows students with a love of liberty, the knowledge required to be effective citizens, and the wisdom required to move the cause of liberty worldwide.



"Noble companions inspire nobility…[Literature] affords the opportunity to everyone — the poor, the rich, the humble, the great — to spend as many hours as he wishes in the company of the noblest men and women that the world has ever known…Much of the greatness of George Washington was instilled in the character of Abraham Lincoln in hours thus spent."

— David O. McKay

Methodology

"Politics are the divine science, after all."

— John Adams

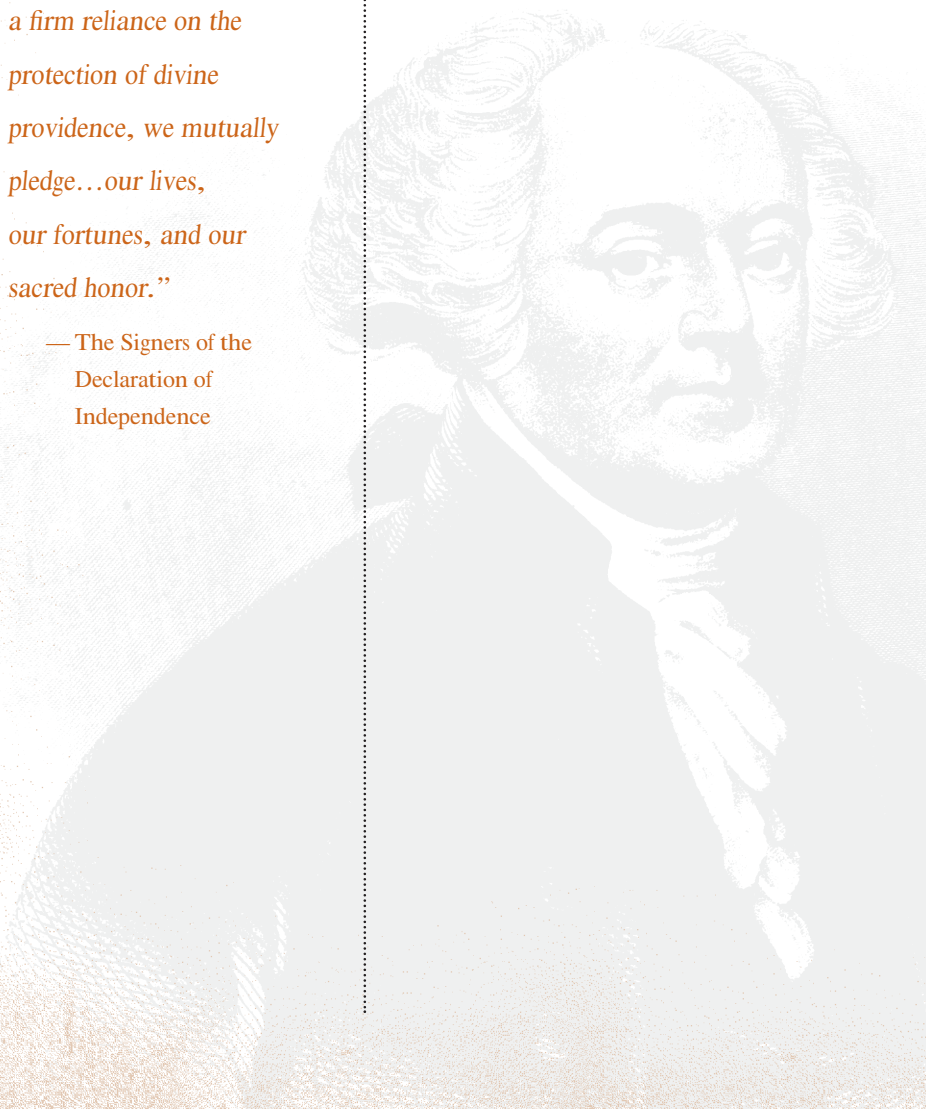
"Lay down true principles, and adhere to them inflexibly. Do not be frightened into their surrender…."

— Thomas Jefferson

"And, for the support of this Declaration, with a firm reliance on the protection of divine providence, we mutually pledge…our lives, our fortunes, and our sacred honor."

— The Signers of the Declaration of Independence

The fundamental principles of liberal education are referred to at the college as The Five Pillars of Statesmanship™—Classics, Mentors, Field Experience, Simulations and God. More than just methods, they are principles of great education and vehicles for personal and societal change. Since education should be dynamic and moldable, not rigid or static, the pillars are applied by the free choice of individuals in the pursuit of truth and virtue, not as fixed requirements to complete an academic program. The pillars are applied by mentors to students individually, to fit the dynamic of each class. When used regularly, they become the essence of the education of statesmen.



Pillar One: Classics

Classics are original works of depth and substance—writing, painting, sculpture, philosophy, music, theory, law, etc.—that engage the student in the great questions of life. Works that have wide application and scope, they offer valuable ideas to a variety of cultures and times, and can be applied to nations as well as communities, families and individuals. These timeless works change us and ask the hard questions that cut to the core of human nature and human institutions. They challenge us mentally and emotionally, at times lifting and inspiring, at times tearing down and rearranging. They are works of power that confront the extremes of human nature and invite students to choose between them. Classics are not dry or boring, they are alive and engaging. They should be read, studied, experienced, and created. Every true student of the classics eventually becomes a creator of classics, producing works that move the human family without coercion to its best and most noble pursuits. This is one of the most substantial means of engaging in statesmanship and moving the cause of liberty.

Pillar Two: Mentors

Mentors are entrusted with the most important responsibility at the college. They are full-time faculty members who see themselves as advanced students leading a group of fellow learners in a course of study. Dry, pedantic professors—as knowledgeable as they may be—seldom inspire greatness in their students, and for this reason find it difficult to fit in at the college. "Teaching is what happens in the presence of learning." Mentors are students of truth. They engage full time in the pursuit and application of knowledge, they have the spark of learning, and do everything in their power to share that spark with students. The role of a mentor is to inspire

and convince students to educate themselves, and to guide them through pitfalls and difficulties. Mentors cultivate meaningful relationships with their students, and spend one-on-one time with them on a regular basis. They encourage students to pay the price in their academic pursuits so that they can make a substantial difference throughout their lives. Mentors are themselves trained in liberal education and continually engage in a sincere pursuit of it. They represent a diversity of thought, talent, background and credentials. A majority of our full-time faculty hold at least one degree from George Wythe College; and they continue their own education, pursue additional degrees, write books, create works of art, serve in community, church and nation, start and run businesses, sit on boards and generally engage in a lifelong pursuit of statesmanship.

Pillar Three: Field Experience

Field Experience is the academic form for practical application in the real world. Students seek opportunities* outside the classroom where they can serve, learn and generally experience with an eye toward greater understanding of people, organizations, the world and their unique role in it. Field experiences allow students to practice application of the principles learned in the classroom. This unique pillar becomes the testing ground where strengths and weaknesses are exposed, and can be analyzed and dealt with academically under the guidance of a mentor. Mentors help students realize the power knowledge can have when applied in the real world. After completing a successful field experience, students return to school more motivated and with greater maturity and direction than ever before.

George Wythe College students and graduates have been called upon to put their skills to use in real-world situations including internships to state and national government and business organizations; lobbying and negotiating for family values at United Nations conferences in New York, Beijing, Istanbul, Rome, Geneva, etc.; doing intensive foreign language study coupled with international travel; preparing business plans for international corporations; and developing proposals for agricultural, educational, and economic development in developing nations such as Paraguay and Kenya. Indeed, the impact of student projects has been felt throughout the world.

For example, consider the report of Susan Roylance, former President of United Families International, a United Nations NGO that used George Wythe College interns at several UN events:

"…the students gathered around a table and asked, 'what can we do with the Habitat [a UN document] agenda to improve it?' One of the first things they looked at was that many of the words in the documents were mandatory, that they overlooked national sovereignty and the right of a nation to choose and do what it thinks best for its own country. The students counted hundreds and hundreds of these words throughout the document, then took each of them and chose alternatives that could be offered. For example, instead of 'required,' we used 'encouraged,' etc. We prepared flyers, and six George Wythe College interns traveled to New York to the Preparation Conference. And they were wonderful and diligent lobbyists. This was not a trial run; this was for real.

After the Prepcom two of the [GWC] interns went on with us to Istanbul. And it was a miracle. There was a turning that

"It cannot be doubted that in the United States the instruction of the people powerfully contributes to the support of the democratic republic; and such must always be the case, I believe, where the instruction which enlightens the understanding is not separated from the moral education."

— Alexis de Tocqueville

"Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."

— Lord Brougham

* Most field experiences range from four weeks to four months and must be approved by the Graduation Committee. After its completion, students submit a five to twenty-five page formal report detailing setbacks, accomplishments, lessons learned, and ideas for applying those lessons in their continued studies.

"Progress, far from consisting in change, depends on retentiveness… Those who cannot remember the past are condemned to fulfill it."

— Santayana

"To be ignorant of what happened before you were born is to be ever a child."

— Cicero

"History, by apprising the people of the past, will enable them to judge the future…"

— Thomas Jefferson

occurred at that conference that still exists in international conferences today. One author described it as 'a paradigm shift.' Recently I was in New York at the Earth Summit II and in that document I was just amazed at the lack of mandatory words, and the generous use of 'encourage' type words which recognize and give full credence to national governments….

That experience has been referred to as 'the miracle of Istanbul;' I refer to it as the miracle of George Wythe College."

Each undergraduate student must complete a minimum of three field-experience events in order to graduate. Practica may include substantive jobs, internships, volunteer work, travel, etc. The three field-experience events must be approved by the Graduation Committee, and each must be distinct. It is highly recommended that field proposals be submitted prior to actual field experience.

Pillar Four: Simulations

Simulations are academic exercises where students practice real-life leadership. During a statesman's life, high-stakes situations arise where demands are great and leadership is essential. These are the moments of crisis, decision and change. They are forks in the road that matter; and they almost always happen at unexpected, inconvenient and stressful times. Yet it is critical that statesmen are prepared to deal effectively with these crises. Simulations put students in fictional scenarios where catastrophe is near, tension is present and leadership is required. These experiences provide an opportunity to navigate challenges, and to learn from successes and failures. Since the simulation is fictional, the failures are not disastrous; in fact, they become profitable learning experiences. This is a chance for students to test their courage, wisdom and leadership in a very real way, seeing how they need to improve for their next encounter with high-stakes decisions.

Simulations consist of mock congresses, moot courts, business planning, model UN and various other fictional and realistic scenarios where students take on roles and work individually and in teams to identify and solve problems. Scenarios are developed from historical, current and possible future events. In addition to the skills of researching, writing, communicating and working in teams, simulations help future leaders to prepare for, manage and rally during actual events.

George Wythe himself introduced simulations to American education, and they are still widely used in law schools and in other leadership training programs. As one biographer noted:

"One of Wythe's students, John Brown of Staunton, who was later to become one of Kentucky's first two U.S. Senators, has left an account of Wythe's innovations:

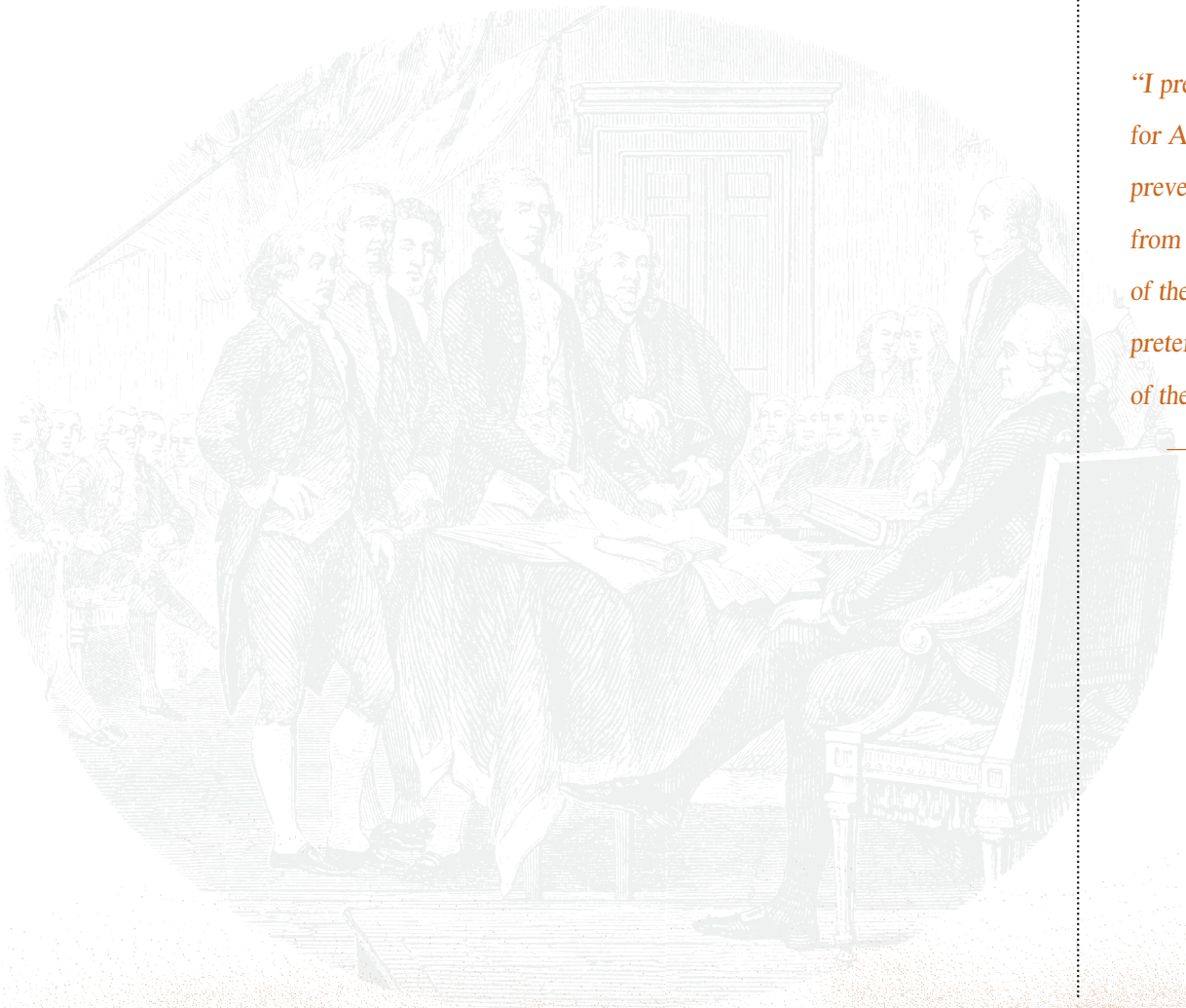
'Mr. Wythe, ever attentive to the improvement of his pupils, founded two institutions for that purpose, the first in a Moot Court, held monthly or oftener….Mr. Wythe and the other professors sit as judges…He also formed us into a legislative body, consisting of about 40 members. Mr. Wythe is the Speaker to the House and takes all possible pains to instruct us in the Rule of Parliament…I take an active part in these Institutions and hope thereby to rub off [my] natural bashfulness…These exercises serve not only as best amusement after severer studies, but are very useful and attended with many important advantages.'"

A major test of statesmen is the crisis situation, where time is short and decisions result in life or death, or severe consequences. A business executive may face as many as 5-10 such situations in a career, a politician 10-15, and an

entrepreneur or combat military officer 20-25 or more. George Wythe College students go through 20-30 such simulated experiences before graduation, helping prepare them to handle "the real thing" with character, competence and effectiveness. Integrity, wisdom, diplomacy and courage are the lessons of this remarkable leadership training program.

Pillar Five: God

God belongs in the classroom of statesmen. George Wythe College is a non-denominational school, with strong roots in Christianity and the Western tradition. Since the college does not affiliate with any one church or creed, mentors recognize a variety of religious perspectives and encourage a similar respect among students. The Bible is a master classic, and is used regularly in personal study and in the classroom. Mentors also draw principles and insights from the sacred texts of many religions, including Hinduism, Buddhism, Islam, Judaism and Native American theology. As statesmen study world religions they are better able to speak the languages of various peoples and connect with individuals of differing faiths. Finally, students are encouraged to study deeply from their own religious texts, to seek personal direction and strength through prayer, and to respectfully share insights appropriate to the pursuit of Truth.



"Posterity, you will never know how much it has cost my generation to preserve your freedom. I hope you will make good use of it."

— John Quincy Adams

"The idea that political freedom can be preserved in the absence of economic freedom, and vice versa, is an illusion."

— Ludwig von Mises

"I predict future happiness for Americans if they can prevent the government from wasting the labors of the people under the pretense of taking care of them."

— Thomas Jefferson

Environments of Learning

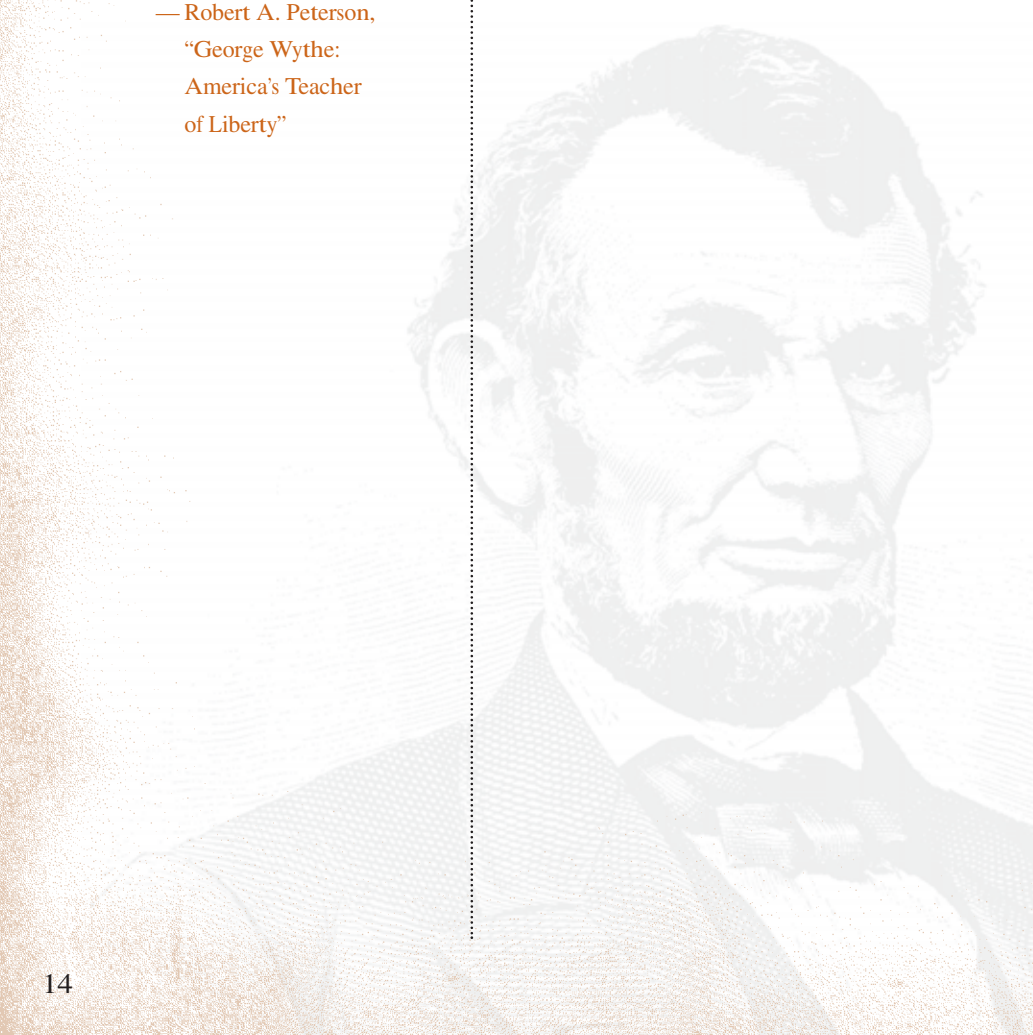
"The disciple is not above his master, and students forever bear the imprint of their teachers. In Jefferson's case, Wythe's emphasis on the importance of liberty under law helped to check Jefferson's fiery spirit and help him understand the difference between liberty and license. Wythe also instilled in Jefferson a love for books…"

— Robert A. Peterson, "George Wythe: America's Teacher of Liberty"

Mentors and students at GWC use a variety of environments to augment deep and broad learning inside and outside of the classroom. In addition to reading, calculating, creating and writing, students also come together to engage in the following environments of learning.

Colloquium

The colloquium is a small group discussion of at least one mentor and usually five to fifteen students. The group comes together after reading or experiencing a specific classical work. Discussion centers on gaining a deeper understanding of the work itself, human nature and how principles and truths might be applied to current and future challenges. The mentor participates in the discussion and acts as a mediator—sharing insights, asking questions, and ensuring that the colloquium becomes a profound learning experience.



Group Discussion

A group discussion is similar to the colloquium except that the environment may or may not have anything to do with one particular classic, mentors are likely not present, and the discussion does not have an assigned mediator. Group discussions occur spontaneously among students; and sometimes they are assigned by mentors to deal with particular questions. These discussions often take the form of group readings where students simply read together aloud and discuss as they go.

Lecture

Lecture is an environment where a mentor or student teaches a larger group—typically without interruption. Lectures are given to present new ideas or a synthesis of ideas. They are also used when a great deal of information needs to be presented quickly, so that the group can move forward with reading classics, writing and discussing. In addition, quality lectures augment the other learning environments, give students examples of superb scholarship and inspire them to study more on their own. Lecture with discussion is identical to lecturing, except that questions and discussion throughout are welcomed. This environment is also a way for larger groups to engage in interactive learning while maintaining order and flow.

Testing

Testing is part of effective learning. However, care must be taken that tests do not become an end in themselves. The purpose of testing is for mentors to evaluate student progress in meaningful ways, and for students to evaluate

themselves. Liberal education and statesmanship are the objectives of study at the college, and testing measures progress toward these objectives. Through testing, mentors challenge students to connect everything they know on a given subject, and make new discoveries in the process. Tests are also a powerful way for students to find out what they do not know, and what they need to do to fill gaps in their education. Since tests are written and administered for the benefit of students, mentors highly discourage cramming and taking tests simply for a grade or credit. Mentors trust students to be honest during examinations and do not enforce strict rules and monitoring procedures. We teach students that cheating denigrates not only their education, but their character. With freedom to succeed comes freedom to fail; and learning to apply and manage this freedom is a key part of liberal education. Mentors use three main types of tests: written examinations, oral examinations and oral defense.

Written Examinations

A rigorous, essay-based, comprehensive examination is designed to test the student's breadth and depth of knowledge and ability to expound it in writing. Written examinations usually contain five to ten questions, each of which are treated extensively by the student. Mentors steer clear of true/false, multiple choice, and short-answer examinations. Written examinations are normally closed book, but may be open book depending on the preference of the mentor and the nature of the examination. Students are usually given their final and midterm examinations well ahead of testing dates so they have ample time to prepare. Mentors avoid playing guessing games and dropping hints in class about examinations. They are transparent, letting students know what they will be tested on, why they are tested, and how to best prepare. Tests are graded individually on quality of presentation and clarity as well as accuracy.

Students are usually given 12-48 hours to complete a written examination. They are allowed to take the examination off campus, and completed examinations are often 15-50 pages in length. Students tend to keep and file their graded tests as they would an original scholarly work. They feel a tremendous sense of satisfaction by pouring their energy into a course of study during a semester, and then capping it off with a written work that contains many essentials of their cumulative learning. They are often surprised at how much they have learned and the quality and breadth of ideas they were able to communicate. Written examinations are customized for individual students when needed.

Oral Examinations

If a liberal education is to be applied, then the ability to think on one's feet, speak confidently and persuade others to a course of action is essential. Oral examinations test a student's ability to do these things. They are an opportunity for mentors to see how the students have incorporated their studies into their lives, molding character and heart, as well as mind. Students are tested orally once or twice each semester. Oral examinations are administered by a board of one to three mentors, in the presence of classmates and visitors. Students dress professionally and practice their best diplomacy and oratory during these examinations. Any question is fair game during an oral, but nearly all questions are within the venue of the present semester. Typically, an oral examination lasts 15-30 minutes. There are generally three types of questions: 1) Rapid fire—a quick

"…if the whole legislature …should attempt to overlap the bounds prescribed to them by the people, I, in administering the public justice of the country, will meet the united powers at my seat in this tribunal; and pointing to the constitution, will say to them, here is the limit of your authority; and hither shall you go, but no further."

— Justice George Wythe, Commonwealth v. Caton (1782)

"Wythe's lectures included study of the United States Constitution, making him the first scholar in the United States to make American constitutional law the subject of regular instruction."

— Robert A. Peterson, "George Wythe: America's Teacher of Liberty"

"I left behind a four-year, full-tuition National Merit Scholarship at [a prestigious private university] to come to George Wythe College, and it has changed my life. It's made the difference between mediocrity and excellence."

— Leslie Ure Baxter, Idaho

succession of dates, facts, and specific content; 2) Conjecture—a complex, debatable or unusual question that requires reasoning, thinking and application of concepts and principles; 3) Breadth & Depth—broad questions that explore the range and extent of knowledge, and specific questions that explore depth in distinct areas of study.

Oral Defense & Senior Thesis/Project

This defense is a comprehensive oral examination that tests students in all of the disciplines of the curriculum. Students at all levels (B.A., M.A., and Ph.D.) must pass both the defense and thesis/project before graduating. The thesis/project expresses the essence of a student's degree program and the depth and breadth of scholarship attained. The oral defense is typically an hour or more in length at the bachelor's level and up to two full days at the doctoral level.

Coaching

Coaching is usually performed one-on-one or in small groups. When coaching, a mentor gives advice and suggestions, encourages, reprimands, challenges and supports a student in personal and individual ways. This environment is based on a relationship of trust. A mentor meeting, where coaching takes place, is initiated by either the student or mentor, and for most students occurs every few weeks.

Writing

Writing is integral to liberal education, augmenting the power of the curriculum by bringing students into the realms of creation and application. Writing is the bridge between reading and thinking about others' perspectives, and the more difficult and mature process of forming and expounding one's own ideas. We focus on effective writing in the two major categories of poetry and prose. One of the challenges in modern America is that too often books are read and written in a rote fashion, without the creative energy that brings life and vibrancy to learning. Rote methods are concerned with arriving at a certain prescribed "right" answer, rather than seeking to open the student's mind and explore many possibilities of meaning and application. The primary purpose of writing at the college is to move students past the rote stage by directly engaging them in the creative process. Most of our writing assignments are non-descript concerning length, topic, or format. The focus is for students to achieve originality and depth of thought, and then to express it with power and conviction in writing.

Prose

Prose writing is intended to convey information, and to present ideas in a certain order and style. It is useful when the author wants to communicate specific ideas or to take a stance. Although prose is not as creative in composition as poetry, it can be read poetically when the reader engages in debate with the author, adding to the text his own questions and ideas. Prose is powerful for technical writing and forming logically ordered arguments and explanations. It is less imaginative than poetry, but its strength lies in its ability to effectively build a construct that flows through many thoughts, ideas, theses, questions and reasoned arguments. Good prose is lucid and accurate; it communicates a precise meaning; it clearly explains the matter at hand, and rules out superfluous arguments by debunking and rendering them obsolete.

Poetry

To write and read poetically is to be creative and to think intuitively. Poetry is not primarily concerned with *what* the

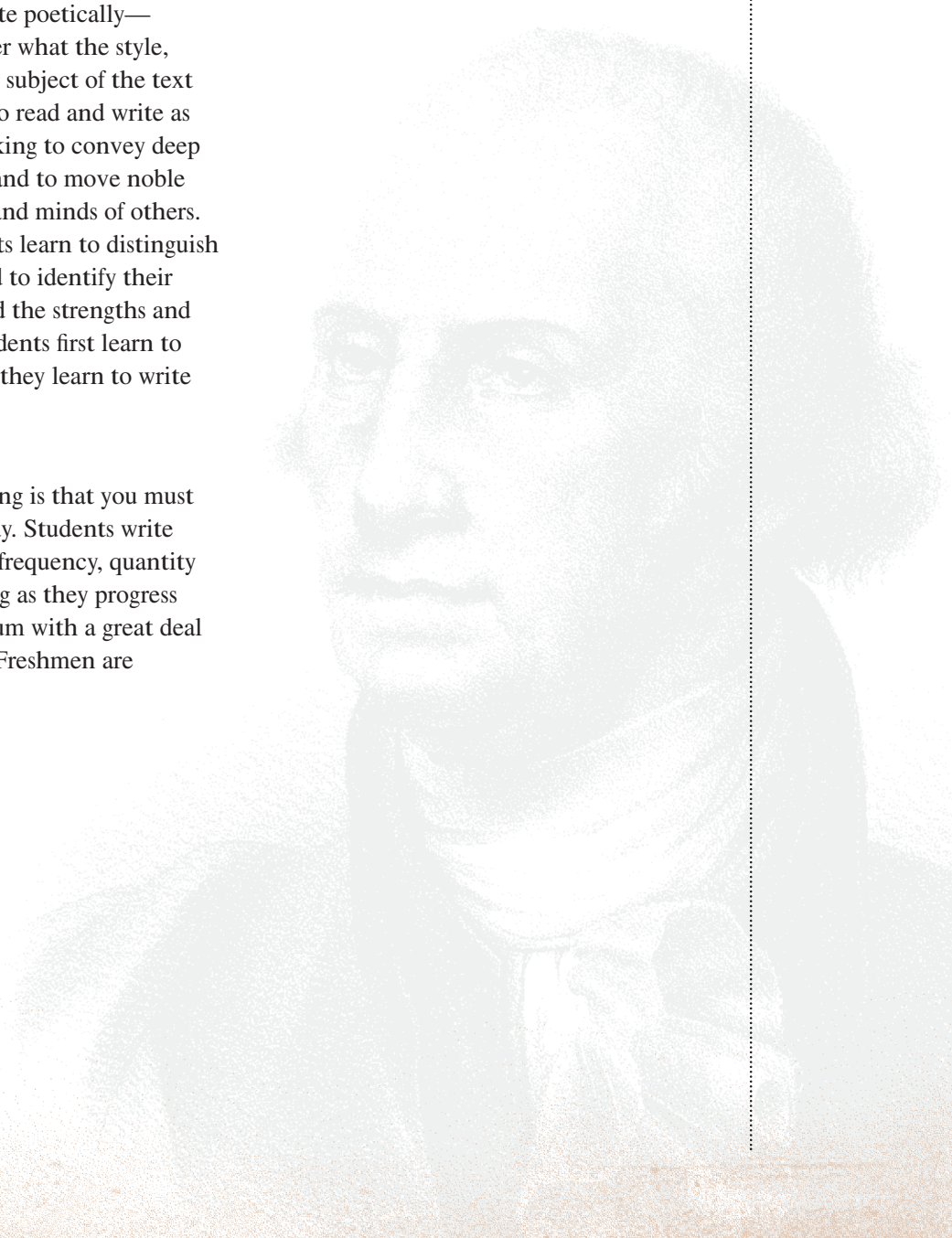
author meant to convey, rather it invites the reader to ask "What am I to learn from this?" and "What should I do about this?" The purpose is to inspire, to move, to shape and impact the mind and heart of the reader so that he will walk away a different person. Poetry is a way of looking at the world. A book like the Bible can be read as prose or poetry, and very different meanings and influences are available depending on which way we choose to read. Students at the college learn to read and write poetically—creatively—no matter what the style, composition, form or subject of the text may be. They learn to read and write as original thinkers seeking to convey deep and powerful truths and to move noble causes in the hearts and minds of others. Mentors help students learn to distinguish prose and poetry, and to identify their own writing style and the strengths and weaknesses of it. Students first learn to read poetically, then they learn to write poetically.

Assignments

The first rule of writing is that you must have something to say. Students write every semester, with frequency, quantity and quality increasing as they progress through the curriculum with a great deal of mentor feedback. Freshmen are primarily engaged in absorbing a body of ideas so that they have a base from which to write; writing is therefore a secondary important focus for them. Upperclassmen write much more because they have read a great deal and are more prepared to engage in the great debate and contribute as scholars in their own way. Assignments are geared toward writing for impact—writing classics that move a cause, not college papers to get a grade.

"…virtue, wisdom, diplomacy and courage…"

— George Wythe College Mission Statement



Curriculum

"Having a mentor helped me keep my focus and called out the best in me. He enabled me to collapse time…thanks to his ongoing encouragement, direction and feedback. Our weekly phone conferences were invaluable to me, due to his prior preparation and academic excellence. Considering all I've gotten out of this program, it's an absolute steal! I'd recommend it to any distance learner."

— Alice Fulton, Washington

Bachelor of Arts Degree, Statesmanship

The purpose of the George Wythe College Bachelor Degree program is twofold: (1) to provide a broad, high-quality liberal arts education, and (2) to train students to be virtuous, skilled and effective statesmen in families, communities, businesses and governments of the 21st Century.

George Wythe College helps students accomplish these goals using the same methods George Wythe did. As one biographer put it:

"Thomas Jefferson's studies with George Wythe were four years of virtually uninterrupted reading, not only in the law but also in the ancient classics, English Literature, and general political philosophy. It wasn't so much an apprenticeship for law as it was an apprenticeship for greatness."

All George Wythe College students major in Statesmanship, an "apprenticeship for greatness," completed through an interdisciplinary study of the following topics:

- History
- Constitutional Law
- Political Science
- Philosophy
- Political Economy
- Public Policy
- The Fine Arts
- Mathematics
- Foreign Language
- Biblical & Religious Studies
- Protocol and Etiquette
- International Relations
- Literature
- Negotiation and Diplomacy
- Entrepreneurship
- Current Events
- Science
- Statesmanship

Not only is this accomplished through extensive reading, but also through required writings and essays in all seminar courses and at each stage of the student's progress. George Wythe College students prepare for statesmanship the way Thomas Jefferson prepared. As another biographer wrote:

"It was the greatest stroke of good fortune that Thomas Jefferson had the opportunity to be accepted by George Wythe as a protégé for the study of law.…Wythe thought a well trained lawyer should know just about everything and Thomas Jefferson had the appetite for it. He studied not only the law but also languages…mathematics, philosophy, [science], religion, politics, history, literature, rhetoric, and virtually every other subject imaginable.…Jefferson called this a time in life when 'I was bold in the pursuit of knowledge, never fearing to follow the truth and reason to whatever results they led.'"

The entire liberal arts curriculum at George Wythe College is designed to provide this type of training for greatness through the 5 Pillars of Statesmanship.™

Graduation Requirements

Statesmanship (ST)	82 Credits
Arts and Sciences (AS)	44 Credits
Foreign Language (FL)	12 Credits
Total:	138 Credits

Semester Blocks

Although the college uses semesters, a unique block system allows for a remarkably high degree of focused learning. Instead of moving from class to class on a daily basis, students and mentors engage in an intense study of one primary subject throughout each of the five blocks within the semester. Mentors make daily assignments requiring six to ten hours of focused effort prior to the next class. And since there are no other classes competing for their time, students are able to complete these intense

assignments consistently over time. Sometimes the shorter blocks 2, 4 and 5 will take on a different order, but in most cases the order is as follows:

Block 1: Statesmanship (part I)

The first block of the semester comprises the first half of each primary seminar. For example, freshmen take the first half of either Government or U.S. History, Sophomores take the first half of either Political Economy or Political Philosophy, Juniors take the first half of either Ancient or Modern World History, and so forth. After six weeks of intense study in this first block, students take a midterm examination and then proceed to Block 2.

Block 2: Mathematics, Arts & Science

The second block of the semester is a two-week Mathematics, Arts & Science block where students focus their full attention on an in-depth analysis of a limited range of classical and cutting-edge math, art and science.

Block 3: Statesmanship (part II)

At the conclusion of the Mathematics, Art & Science block, students begin the second half of the primary seminar, spending six additional weeks of focused study on the same subject that began the semester. Like all of the blocks, no other classes compete for the students' attention, and a high degree of depth and breadth is achieved. At the conclusion of this block, students take final written and oral examinations and prepare for their last two blocks.

Block 4: Language

The Language block consists of six 10-14 hour days where students experience as much immersion in Hebrew as possible in a classroom setting. Ancient Hebrew is the core foreign language at GWC, because ancient Hebrew is the language of freedom. It was studied more than any other language by the Founding generation. It changed the way the Founders read the Old Testament. Ancient Hebrew is the language of virtue. It is the origin of the Judeo-Christian Moral Code. Many languages spoken throughout the world, including English, are of ancient Hebrew origin. George Wythe College students are encouraged to study three languages: mastery of communication and persuasion in English, fluency in ancient Hebrew, and fluency in a modern foreign language. They are required to learn the first two and expected to begin the third before graduating.

Block 5: Simulations

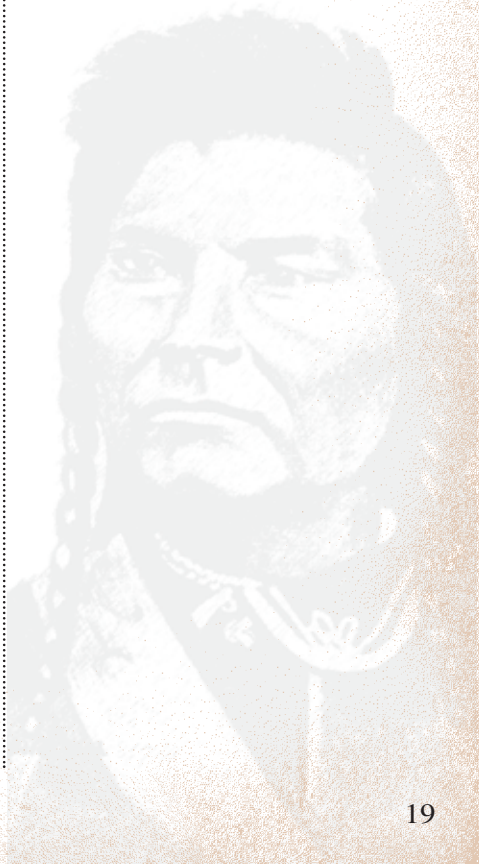
The Simulation block lasts for one week. Students are mentored through one or more challenging scenarios that are designed to apply and hone lessons learned in the classroom. The uninterrupted block of moot courts, mock congresses, disasters, business crises and many other high-tension situations becomes an amazing spectacle of energy and intrigue, dialogue and diplomacy.

Seminar Format

The old Oxford model, after which many of our methods are formed, leans toward a more holistic construct for arranging and linking classes. This is known as the Seminar format, and is designed to create the very holistic interdisciplinary approach we seek. Rather than having a series of classes with a different teacher for each discipline, the Seminar format holistically links all or most of the disciplines together in a single continuous course, weaving the earlier material into the new, building depth as well as breadth of experience and understanding. As you study the next few pages, you will begin to see the simplicity and profound depth of this format.

"The dictionary defines a mentor as a 'wise and trusted counselor.' This is exactly who has been calling me each week. His attention does not have to be divided among a whole classroom of students, I derive the whole benefit of our discussion!"

— Gladys Allen, Utah



Freshman

FRESHMAN FALL

GOVERNMENT SEMINAR

ST101: Government (6 credits)

Documents of State:
- 1215 *Magna Charta*
- 1610 *Virginia Articles*
- 1620 *Mayflower Compact*
- 1776 *Adams' Thoughts on Government*
- 1776 *Declaration of Independence*
- 1789 *U.S. Constitution*
- 1787 *Northwest Ordinance*
- 1791 *Jefferson on National Bank*
- 1791 *Hamilton on National Bank*

The Merchant of Venice, Shakespeare

Deuteronomy, *Books of Matthew/ John*, The Holy Bible

Federalist Papers 1,2,10,14-15,18-20, 22,38,51,68,84,85, Madison, *et. al.*

Democracy in America, vol. 2, Tocqueville

War and Peace, Tolstoy

The Second Treatise on Government, Locke

The 5,000 Year Leap, Skousen

Alas, Babylon, Frank

The Virginian, Wister

AS101A: Leadership I (2 credits)

The Seven Habits of Highly Effective People, Covey

The Weight of Glory, Lewis

Meditations, Aurelius

AS102A: Art History I (0.5 credit)

Ancient, Medieval, Modern & American

AS210: Math Classics I (1 credit)

Introduction to Arithmetic, Nicomachus

The Harmonies of the World, Kepler

The Syntopicon, chapter 52, including readings from *The Great Books of the Western World*

AS103: Applied Mathematics I Block (2 credits)

Arithmetic and Number Theory

Texts change year to year

OTHER

HB100: Intro to Hebrew (.5 credits)

HB101: Hebrew I (2 credits)

ST395R: Simulations (2 credits)

ST105R: Directed Readings (variable credit)

Supplemental Classics may also be used in class

Supplemental Classics: Freshman Fall

The Real Thomas Jefferson, Allison, et al.

Roots of American Order, Kirk

The Real George Washington, Parry, et al.

Lives (Poplicola & Solon), Plutarch

A Second Treatise of Government, Locke

Laddie, Porter

The Syntopicon, chapters 15, 19, and 45 including readings from *The Great Books of the Western World*

A Thomas Jefferson Education, DeMille

Biographies of Great Statesmen

As A Man Thinketh, Allen

Understanding the Times, Noebel

Emily Post's Etiquette, Post

Endurance, Lansing

Miss Manners Guide for the Turn-of-the-Millennium, Martin

Coincidence, Chaos, & All That Math Jazz, Berger & Starbird

The Heart of Mathematics, Berger & Starbird

Five Equations that Changed the World, Guillen

"*Concerning Probability*," La Place

FRESHMAN WINTER

U.S. HISTORY SEMINAR

ST102: US History (6 credits)

Documents of State:
- 1796 *Washington's Farewell Address*
- 1820 *Missouri Compromise*
- 1823 *Monroe Doctrine*
- 1850 *Calhoun & Webster Compromise*
- 1860 *Cooper Union Address*
- 1863 *Gettysburg Address*
- 1944 *A New Bill of Rights*
- 1945 *Yalta Agreement*
- 1947 *The X Article*
- 1983 *Evil Empire Speech*

Hamlet, Shakespeare

Job, *Jonah and Pauline Epistles*, The Holy Bible

American Historical Biographies & Essays

Surveys of American History

Uncle Tom's Cabin, Stowe

The Scarlet Letter, Hawthorne

1984, Orwell

The Making of America, Skousen

Pride and Prejudice, Austen

AS101B: Leadership II (2 credits)

The E-Myth Revisited, Gerber

Essays, Emerson

The One-Minute Manager, Blanchard

AS102B: Art History II (0.5 credit)

Ancient, Medieval, Modern & American

AS211: Math Classics II (1 credit)

The Two New Sciences, Galileo

An Introduction to Mathematics, Whitehead

The Syntopicon, chapter 5, including readings from *The Great Books of the Western World*

AS104: Applied Mathematics II Block (2 credits)

Geometry

Texts change year to year

OTHER

HB102: Hebrew II (2 credits)

ST395R: Simulations (2 credits)

ST105R: Directed Readings (variable credit)

ST397R: Field Experience (3 required to graduate)

Supplemental Classics may also be used in class

Supplemental Classics: Freshman Winter

America: The Last Best Hope, Bennett

Great Expectations, Dickens

A History of the American People, Johnson

The American Republic, Liberty Fund

Henry V, Shakespeare

Walden, Thoreau

John Adams, McCullough

Truman, McCulloch

An Economic Interpretation of the American Constitution, Beard

Common Sense, Paine

Collected Writings, Penn

Emile, Rousseau

Sea Power, Mahan

The Oxford Companion to United States History, Boyer

The Norton Anthology of Poetry, Ferguson, et al

Flatland, Abbott

"*Mathematics of Population and Food*," Malthus

"*Mathematics as an Element in the History of Thought*," Whitehead

Sophomore

SOPHOMORE FALL

POLITICAL ECONOMY SEMINAR

ST201: Political Economy (7 credits)

Daniel, *Revelations*, The Holy Bible
Essays of Influential Economists
Essays on Political Economy, Bastiat
Economic Harmonies, Bastiat
Wealth of Nations, Smith
Human Action, Mises
The End of Laissez-faire, Keynes
The Syntopicon, chapter 13, including readings from *The Great Books of the Western World*

AS204A: Family Leadership I (4 credits)

The Screwtape Letters, Lewis
Tale of Two Cities, Dickens
Les Miserables, Hugo
Laddie, Porter
Othello, Shakespeare

AS212: Science (1 credit)

Origin of the Species, Darwin
On the Sacred Disease, Hippocrates
The Syntopicon, chapters 24 and 29 including readings from *The Great Books of the Western World*

AS203: Biology I Block (2 credits)

Basic Biology (texts change year to year)

OTHER

HB201: Hebrew III (2 credits)
ST395R: Simulations (2 credits)
ST105R: Directed Readings (variable credit)

Supplemental Classics: Sophomore Fall

Wuthering Heights, Bronte
Capitalism and Freedom, *Money and Economic Activity*, Friedman
The New Industrial State, Galbraith
The Road to Serfdom, Hayek
Economics in One Lesson, Hazlitt
The Collected Works of Jeremy Bentham, Bentham
The Vital Few, Hughes
Everyman's Dictionary of Economics, Liberty Fund
An Essay on Liberation, Marcuse
The Communist Manifesto, *Capital*, Marx and Engels
The Principles of Political Economy, Mill
Beyond the Welfare State, Myrdal
The Great Society: A Libertarian Critique
Personal Freedoms and Economic Freedoms in a Mixed Economy, Samuelson
Capitalism, *Socialism*, *and Democracy*, Schumpeter
The Tempest, Shakespeare
Population Matters, Simon
The Mainspring of Human Progress, Weaver
Revolutions of the Heavenly Spheres, Copernicus
Geometry, Descartes
Elements, Euclid
Experimental Researches in Electricity, Faraday
Two New Sciences, Galileo
On the Motion of the Heart and Blood, Harvey
The Principles of Psychology, James
Mathematical Principles of Natural Philosophy, Newton
Introduction to Arithmetic, Nichomachus
On the Equilibrium of the Liquids, Pascal
Chance, Poincare
Principles of Zoology, Agassiz
Molecular Biology of the Cell, Alberts et al.,
Novum Organum, Bacon
Gray's Anatomy
"Mathematics of Heredity", Mendel
Germ Theory and Its Application to Medicine, Pasteur

SOPHOMORE WINTER

POLITICAL PHILOSOPHY SEMINAR

ST202: Political Philosophy (7 credits)

Isaiah, The Holy Bible
Great Political Thinkers, Ebenstein*
The Republic, Plato
Politics, Aristotle
The Prince, Machiavelli
The Spirit of the Laws, Montesquieu*
The Proper Role of Government, Benson
Democracy in America, vol. 1, Tocqueville
The Lord of the Flies, Golding
Collected Works of Karl Marx, Marx & Engels
Fountainhead, Rand
The Syntopicon, chapters 3, 11, 12, 16, 31, 59, 62, 87, and 95 including readings from *The Great Books of the Western World*
Survey of World Political Geography

AS204B: Family Leadership II (4 credits)

Men Are From Mars, Women Are From Venus, Gray
Jane Eyre, Bronte
Little Britches, Moody
Taming of the Shrew, Shakespeare
King Lear, Shakespeare

AS213: Science (1 credit)

The Selfish Gene, Dawkins
The Double Helix, Watson
The Syntopicon, chapters 21, 53, and 83 including readings from *The Great Books of the Western World*

AS204: Biology II Block (2 credits)

Modern Biology
Texts change year to year

OTHER

HB202: Hebrew IV (2 credits)
ST395R: Simulations (2 credits)
ST105R: Directed Readings (variable credit)

*Denotes Selections

Supplemental Classics: Sophomore Winter

Political Writings of John Adams, Adams
On Kingship, Aquinas
The City of God, Augustine
Sense and Sensibility, Austen
Principles of Morals and Legislation, Bentham
Reflections on the Revolution of France, Burke
The Republic, The Laws, Cicero
De Monarchia, Dante
Robinson Crusoe, DeFoe
Leviathan, Hobbes
Essays, Hume
On Liberty, Mill
Utopia, More
Histories, Polybius
The Social Contract, Rousseau
Pericles, MacBeth, Shakespeare
Candide, Voltaire
The Syntopicon, chapters 2, 20, 32, 43, 54-56, 60, 64, 65, and 67 including readings from *The Great Books of the Western World*
Poetry and Mathematics, Buchanan
Pilgrim's Progress, Bunyan
On Tyranny, Strauss
A History of Political Philosophy, Strauss
Nobel Prize in Physiology or Medicine–selected lectures
Textbook of Medical Physiology, Guyton
Silent Spring, Carson
Introduction to the Study of Experimental Medicine, Bernard
What Is Life, Schrödinger

THE JUNIOR YEAR

Junior

JUNIOR FALL

WORLD HISTORY SEMINAR

ST301: Ancient & Medieval World History (7 credits)

Julius Caesar, *Antony and Cleopatra*, *Richard II*, Shakespeare

Genesis, *Exodus*, The Holy Bible

Story of Civilization, vols. 1-4, Durant

The Renaissance, Durant*

The Agony and the Ecstasy, Stone

The Odyssey, Homer

The Syntopicon, chapter 34, including readings from *The Great Books of the Western World*

AS301A: Ancient & Medieval Philosophy (3 credits)

Euthyphro, *Apology*, *Crito*, Plato

The Greek Poets, Aeschylus, Sophocles, Euripides, Aristophanes

On Christian Doctrine, Augustine

Elements, Euclid

Nicomachian Ethics, Aristotle

AS302A: Ancient & Medieval Religions (3 credits)

*Upanishads of the Rig Veda**

Analects of Confucius

*Koran**

AS305A: Ancient Art History (0.5 credit)

Far East, Egyptian, Greek, Etruscan, Roman, African, Muslim

The Syntopicon, chapters 4 and 6, including readings from *The Great Books of the Western World*

AS303: Applied Mathematics III Block (2 credits)

Algebra

Texts change year to year

OTHER

HB301: Hebrew V –OR– **FL301**: Foreign Language Elective (2 credits)

ST395R: Simulations (2 credits)

ST105R: Directed Readings (variable credit)

*Denotes Selections

Supplemental Classics: Junior Fall

History of the Peloponnesian War, Thucydides

Oedipus Rex, *Oedipus at Colonus*, *Antigone*, Sophocles

The Histories, Herodotus

The Iliad, Homer

Georgics, *The Aeneid*, Virgil

Lives, Plutarch

Revolutions of the Heavenly Spheres, Copernicus

The Origin of Species, Darwin

Geometry, Descartes

Elements, Euclid

Experimental Researches in Electricity, Faraday

Civilization and Its Discontents, *The Ego*, *The Id*, Freud

Two New Sciences, Galileo

On the Motion of the Heart and the Blood, Harvey

A Brief History of Time, Hawking

Treatise of Light, Huygens

The Principles of Psychology, James

Mathematical Principles of Natural Philosophy, Newton

Introduction to Arithmetic, Nichomachus

On the Equilibrium of the Liquids, Pascal

The Gallic Wars, Caesar

Culture and Anarchy, Arnold

Against the Sophist, Isocrates

Essay on Population, Malthus

A Study of History, Toynbee

The Syntopicon, chapters 14, 27, 61 and 63 including readings from *The Great Books of the Western World*

"Kinetic Theory of Gases," Bernouill

The Joy of Chemistry, Cobb and Fetterolf

"Periodic Law of the Chemical Elements," Medeleeff

Nobel Prize in Chemistry – selected lectures

General Chemistry, Pauling

JUNIOR WINTER

WORLD HISTORY SEMINAR

ST302: Modern World History (7 credits)

Henry V, *The Tempest*, Shakespeare
Acts, *Romans*, *First Peter*, *Second Peter*, *James*, The Holy Bible
Story of Civilization, vols. 6-11, Durant
The Lessons of History, Durant
From Dawn to Decadence, Barzun

AS301B: Modern Philosophy (3 credits)

Novum Organum, Bacon
Discourse on Method, Descartes
Abolition of Man, Lewis
Structure of Scientific Revolutions, Kuhn
Areopagitica, Milton

AS302B: Modern Religions (3 credits)

Book of the Hopi
*The Bab**
*The Book of Mormon**
*Popul Vuh**
*Avesta**
*Autobiography of a Yogi**
*Zohar**

AS305B: Modern Art History (0.5 credit)

Romanesque, Gothic, Renaissance, Baroque, Rococo, Classical, Romantic, Modern
The Syntopicon, chapters 69 and 85, including readings from *The Great Books of the Western World*

AS304: Applied Mathematics III Block (2 credits)

Algebra II
Trigonometry
Texts change year to year

OTHER

HB301: Hebrew VI –OR– **FL302**: Foreign Language Elective (2 credits)
ST395R: Simulations (2 credits)
ST105R: Directed Readings (variable credit)
ST397R: Field Experience (3 required to graduate)

*Denotes Selections

Supplemental Classics: Junior Winter

Beyond Good and Evil, Nietzsche
Essays in the History of Liberty, Acton
Measure for Measure, *Taming the Shrew*, Shakespeare,
The Protestant Ethic and the Spirit of Capitalism, Weber
The Consolation of Philosophy, Boethius
Orthodoxy, Lewis
The Thirteen-Petalled Rose, Steinsaltz
Kaballah
Talmud
The Story of Philosophy, Durant
The Syntopicon, chapters 7-10, 18, 25, 36-41, 48, 49, 51, 58, 66, 77, 91 and 92 including readings from *The Great Books of the Western World*
Alciphron, Berkeley
Method for the Easy Comprehension of History, Bodin
I and Thou, Buber
Institutes of the Christian Religion, Calvin
Lectures on the History of Philosophy, Hegel
Pragmatism, James
Modern Man in Search of a Soul, Jung
Introduction to Logic, Kant
Either/Or, Kierkegaard
Guide for the Perplexed, Miamonides
Notebooks, Da Vinci
Atom: Journey Across the Subatomic Cosmos, Asimov
Isaac Asimov's Guide to Earth and Space, Asimov
Understanding Physics, Asimov
$E = mc^2$, Bodanis
The Universe on a T-Shirt, Falk
Lectures on Physics, Feynman
The Universe in a Nutshell, Hawking
"The Uncertainty Principle", Heisenberg
The Road to Reality, Penrose

Senior

SENIOR FALL

STATESMANSHIP SEMINAR

ST401: Statesmanship I (8 credits)

Ezekiel, The Holy Bible
The Federalist Papers, Madison, et. al.
Basic Writings of Nietzsche
The Fourth Turning, Strauss & Howe
Selected Readings on Current Events
Eclogues & Georgics, Virgil
Basic Writings of Ken Wilbur
The Syntopicon, chapters 17, 22, 23, 26, 30, 35, 47, 50, 70, 88, 97 and 100 including readings from *The Great Books of the Western World*
Gulag Archipelago, Solzhenitsyn

AS401: Constitutional Case Law (6 credits)

Selected Landmark Cases from the U.S. Supreme Court
Commentaries on the Laws, vol. 1, Blackstone
Constitutional Law, Current Casebook
The Syntopicon, chapter 46, including readings from *The Great Books of the Western World*

AS402A: Entrepreneurship (1 credit)

Selected Readings
Business Planning

AS403: Chemistry/Physics I Block (2 credits)

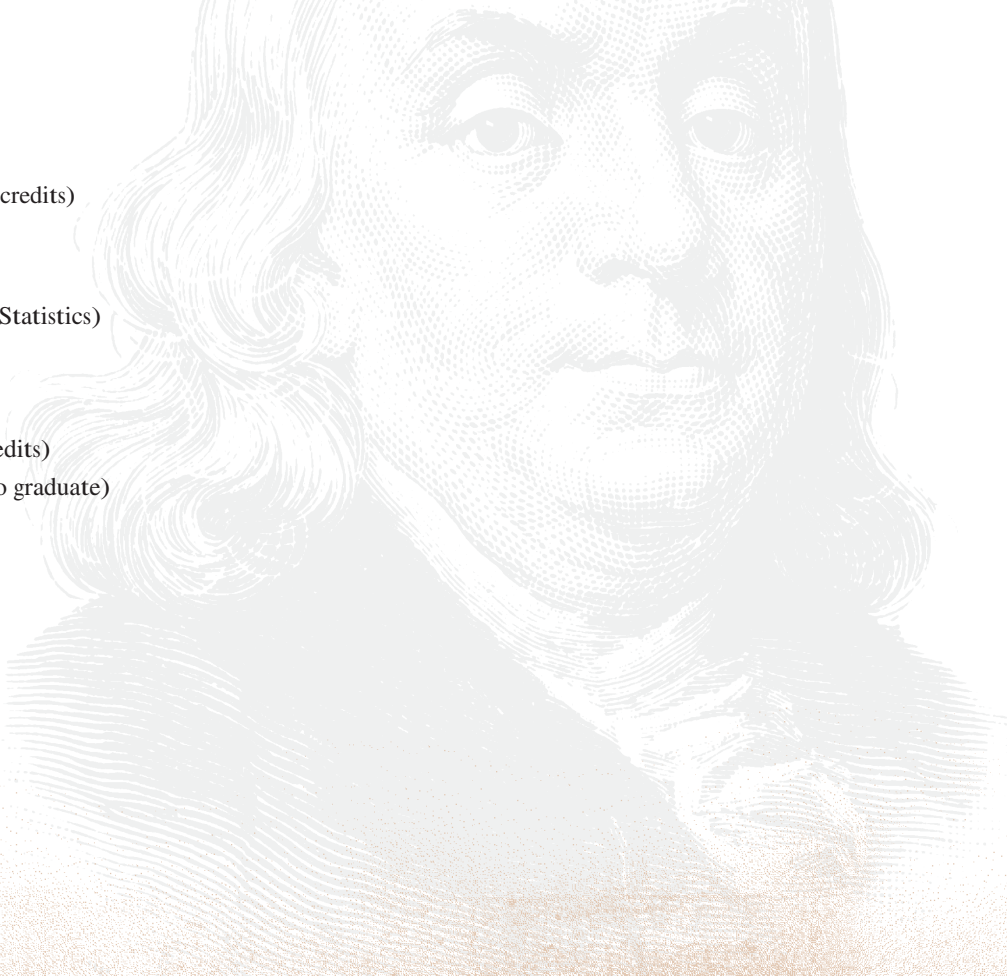
Inorganic Chemistry
Classic and Newtonian Physics
Advanced Mathematics I (Calculus and Statistics)
Texts change year to year

OTHER

FL401: Foreign Language Elective (2 credits)
ST397R: Field Experience (3 required to graduate)
Senior Thesis (required for graduation)
Oral Defense (required for graduation)

Supplemental Classics: Senior Fall

Additional Court Cases
The Majesty of God's Law, Skousen
Institutes of the Laws of England, Coke
The Natural Law series, Liberty Fund
Teacher in America, Barzun
The Abolition of Man, Lewis
On Liberal Education, Turnbull
Orthodoxy, Chesterton
Democracy and Education, Dewey
The Higher Learning in America, Hutchins
Idea of a University, Newman
Education in a Free Society, Liberty Fund
The Framing of the Constitution of the United States, Farrand
The State and Revolution, *Imperialism*, Lenin
The Syntopicon, chapters 68, 72-76, 78-82, 84, 86, 89, 93, 94, and 96 including readings from *The Great Books of the Western World*



SENIOR WINTER

STATESMANSHIP SEMINAR

ST402: Statesmanship II (8 credits)

On War, Clausewitz.

The Art of War, Sun-Tzu

The Peace Giver, Ferrell

Civilization and its Discontents, Freud

Selected Readings on Current Events

The Syntopicon, chapters 28, 42, 44, 71, 90, 98 and 102 including readings from *The Great Books of the Western World*

AS402B: Entrepreneurship (4 credits)

Selected Readings

Business Planning

The Syntopicon, chapters 99 and 101, including readings from The *Great Books of the Western World*

The Hero with a Thousand Faces, Campbell

AS404: Chemistry/Physics II Block (2 credits)

Organic Chemistry

Quantum Physics

Advanced Mathematics II (Calculus and Statistics)

Texts change year to year

OTHER

FL402: Foreign Language Elective (2 credits)

ST395R: Simulations (2 credits)

ST105R: Directed Readings (variable credit)

ST397R: Field Experience (3 required to graduate) Senior Thesis (required for graduation) Oral Defense (required for graduation)

Supplemental Classics: Senior Winter

Meditations, Aurelius

Why Leaders Can't Lead, Bennis

The Effective Executive, Drucker

Megatrends, Naisbitt

The Road Less Traveled, Peck

The 22 Immutable Laws of Marketing, Ries

Deming Management Method, Walton

Marriage and Family Relationships, Readings

Accounting and Finance, Readings

Rich Dad, Poor Dad, Kiyosaki

The Cashflow Quadrant, Kiyosaki

Rich Dad's Guide to Investing, Kiyosaki

The One Minute series

The E-Myth Revisited, Gerber

Good to Great, Collins

Aesop's Fables, Aesop

On the Application of the Quantum Theory to Atomic Structure, Bohr

Road to Reality, Penrose

Mathematical Analysis of Logic, Boole

General Investigations, Gauss

The Physical Principles of the Quantum Theory, Heisenberg

The Autobiography of Benjamin Franklin, Franklin

Why War?, Freud

An Education for Our Time, Bunting

The Land Was Everything, Davis

The Unsettling of America, Berry

The Statesman, Taylor

Master

Master of Arts (M.A.), Education. Recommended for professional educators: public, home, private and university. 45 hours. Prerequisite: baccalaureate degree.

EDUCATION COURSES

RESEARCH COURSES

An intense study of the field of education, including educational theory, methodology, mentoring, curricula, and the overall societal and political atmosphere of education. Major research paper(s) required in each course.

ED601: **Methodology I.** 3 hours.

The free-market approach to education has facilitated the emergence of new educational philosophies and methods. As we progress in education, methodologies change to accommodate growth in technology and business. Many new methodologies may seem revolutionary while others are reminiscent of the past. Being aware of some of these can assist you whether you teach or administrate in public, private or home schools.

ED602: **Methodology II.** 3 hours.

This is part two of the Methodology course that begins with ED601. During this course the student will continue the study of various methodologies with a greater emphasis on higher education methodologies.

ED603: **Philosophy of Education.** 3 hours.

The purpose of this course is to introduce the basic philosophies underlying different types of education. At the end of this course, students will be able to identify humanist, Marxist and sophic viewpoints in everything they read, even in the media and in discussions with others, and they will know where they come from and why. They will also be able to contrast these views to mantic and, more specifically, Christian views. As students ponder these ideas, they will also consider how they relate to the current educational system and modern ideas.

ED605: **History of Education.** 3 hours.

Shakespeare said that history is merely a prologue to humanity. In order to understand where education is today, and to foresee where it needs to be tomorrow, one must look at where it has been and trace its evolution.

ED607: **History of American Education.** 3 hours.

Education has changed considerably from the founding of America to the 21st Century. In this course the student will follow the changes from the colonial period through Emerson to Dewey and on to the present. Charting the development of education will enable the student to see changes that were beneficial as well as those that were detrimental, giving the student an idea of future education possibilities.

ED609: **Education and Technology.** 3 hours.

Educators must understand the cycles of history to comprehend the trends of the future and calculate the changes necessary for our swiftly progressing society. Adler and Perelman are seasoned educators who know the trends of education, and combining their insights with the knowledge of historical cycles presented by Strauss, Howe and Toffler will give educators power to bring their methods into the 21st century.

ED611: **Primary or Secondary Level Practicum.** 3 hours.

Students apply principles of education in the classroom.

ED613: **Higher Education.** 3 hours.

Higher Education in America has changed considerably since its beginnings in the small classrooms of Harvard, Princeton and the College of William and Mary. Philosophies and educational practices from Germany to Russia have affected institutions of higher learning in this country since its inception. The texts in this course seek to open the minds of educators and administrators to view higher learning as it really is, without the guise, pomp, and rhetoric. Students who complete this course will be able to answer the questions: What major changes have taken place in American higher education? Have these changes been beneficial or detrimental? What changes need to be made in the future?

THESIS COURSES

ED693: **Prospectus.** 3 hours.

Student submits a detailed prospectus including proposed thesis, outline, bibliography, and research plan. The thesis must be a significant and relevant contribution to the field of education.

R-ED695: **Thesis.** 9 hours.

Student defines research plan and writes a thesis or completes a project thesis, then perfects it until it is accepted by the Graduation Committee. The student must defend thesis/project orally.

CLASSICS COURSES

R-ED615: **Classics.** 15 hours.

The purpose of this course is to ensure that educators have at least the foundation of a basic classical education. Students must demonstrate competence, by paper or exam, in all the assigned Classics (or pre-approved equivalent). This is a repeating (R) course.

This course may be waived by the Graduation Committee for students whose undergraduate transcripts document equivalent studies.

R-ED617: **Elective.** Variable Hours.

Electives may replace other courses if approved by the Graduation Committee. Various Elective Courses may be offered from time to time. See Current Semester Registration.

R-ED619: Directed Readings. Variable Hours.

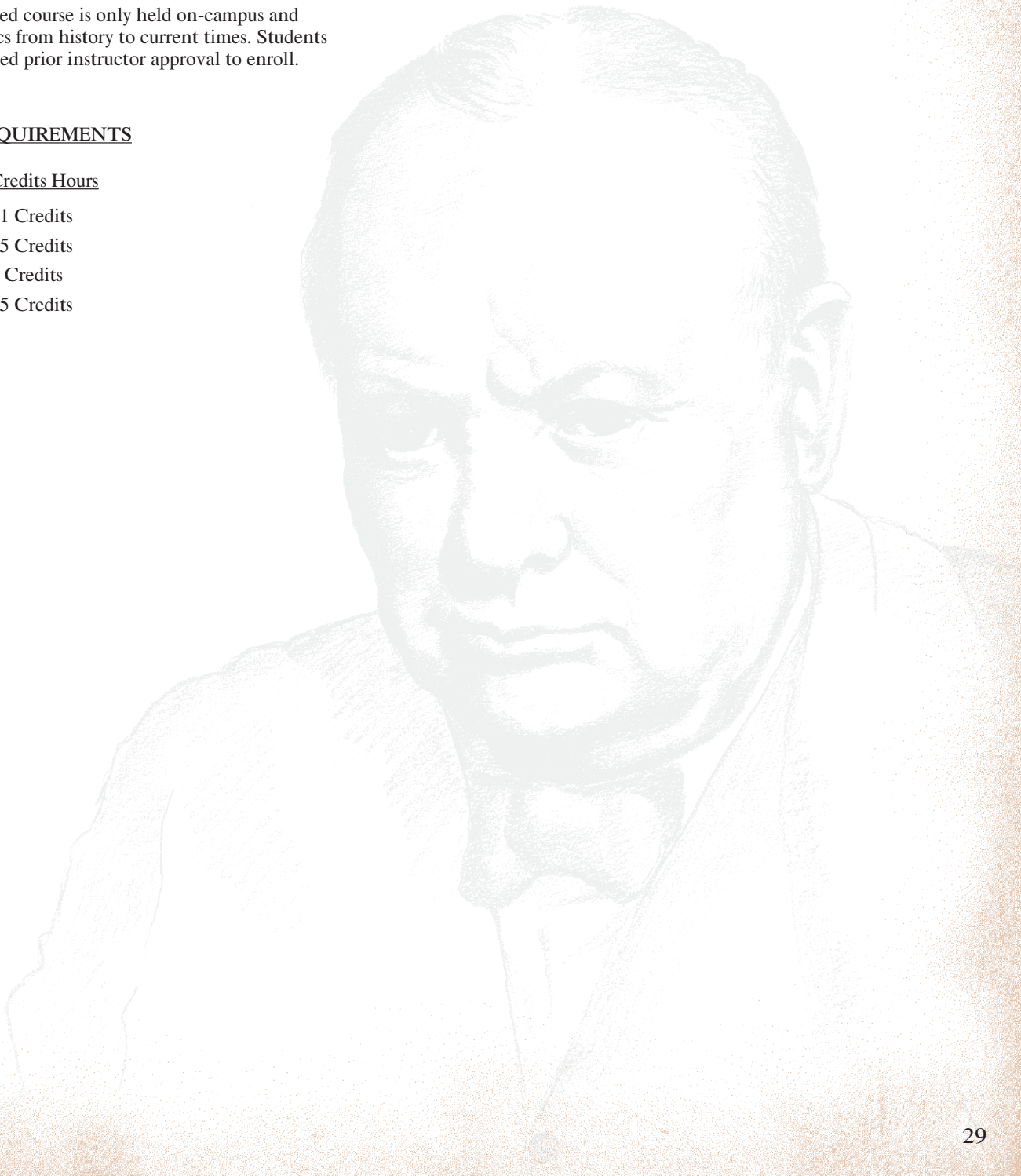
Directed readings must be pre-approved. Check current class schedule.

GH660: Graduate Honors Course. Variable Hours.

This intensely mentored course is only held on-campus and covers the great classics from history to current times. Students attending this class need prior instructor approval to enroll.

GRADUATION REQUIREMENTS

Field	Credits Hours
Education	21 Credits
Elective	15 Credits
Thesis/Project	9 Credits
Total:	45 Credits



Master

Master of Arts (M.A.), Political Economy. Recommended for those interested in graduate level studies in statesmanship. This degree specifically focuses on the study of human nature, history, economics and government, and how statesmen impact society through government, business, home, community, church and media. 45 hours. Prerequisite: baccalaureate degree.

POLITICAL ECONOMY COURSES

PS601: Political Science. 3 hours.

Education has too often been confused with the reciting of facts, timelines and the opinions of teachers. True education is discovery: being exposed to original sources and discovering, for yourself, strengths and weaknesses, truths and fallacies. This course is designed to begin your exposure to original works that can only be fully understood by careful reading, studying, cross-referencing and pondering. Statesmanship requires firsthand knowledge of the core political principles and philosophies upon which good government is founded.

PS602: Constitutional Law. 4 hours.

For centuries, the U.S. Constitution has been heralded as a Banner of Liberty to the world. This course is designed to significantly increase students' knowledge and understanding of the Constitution and to familiarize students with the long train of philosophers and political history that led to its creation.

PS603: Political Economy. 4 hours.

Until approximately 100 years ago, the field of political economy entailed an in-depth study of human nature, encompassing the fields of Political Science, Economics and Psychology. This course will bring these various areas of philosophy back into one whole, offering a far deeper understanding of the mind of man. In this course you will analyze why people do what they do, buy what they buy, and think what they think.

PS604: Political Philosophy. 4 hours.

Plato and Aristotle are said to be two of the most influential pioneers in political thought, setting a foundation of questions and assumptions that directly influenced the philosophers who followed. Great political philosophers from Plato down through Locke not only challenged prevailing assumptions, they asked questions of humanity, causing those who heard them to stop and think. Even the political discussions of our day have roots in these and other great political philosophies. Knowing the arguments they used and the conclusions they adopted will help prepare students to engage in meaningful discussions of the ways of man and his political nature.

PS605: Biblical Law. 3 hours.

Great Political Philosophers throughout history, including the founders of America, studied ancient Biblical Law. Rather than focusing on federal jurisdiction, Biblical Law focuses on local government, giving express detail on representation. The purpose of this course is to give the student an in-depth understanding of the governmental laws of the ancient Israelites as found in the Bible.

PS606: Federalist Papers. 3 hours.

This is designed to be an intense and thorough study of The Federalist Papers, what some have called the greatest political work ever. These papers give deep insight into the original intent of at least three of the major thinkers of the founding era and their purposes for nearly every section and clause in the United States Constitution.

PS607: Tocqueville. 3 hours.

During this course, students will gain an in-depth and personal knowledge of Tocqueville's view of 1830's America and see the immediate results of 50 years of freedom as vouchsafed by the United States Constitution. This course will help the student to compare it with the less effective governmental structures in places like Europe and the southern United States. The student will complete an intense review of the political, social, economic, cultural, educational, and other factors which made America great. This course will provide an exciting review of Tocqueville's predictions, many of which have come true, and an analysis of the future. The student will learn how to think like Tocqueville and analyze current systems and cultures with an eye toward future prediction

PS608: Public Policy. 3 hours.

In this course, the student will learn the methods, techniques and current processes of applying ideas, concepts and principles, political and cultural, into the public policy arena. This course is a primer on how to take idealistic principles and analyze and apply them with an eye towards real life utilization in the public sector.

PS609: International Relations. 3 hours.

In this course, the student will complete a study and analysis of the principles of international relations, particularly among developed nations in the post-1945 era, with emphasis on scholarly research into international issues and concepts.

THESIS COURSES

PS693: Prospectus. 3 hours.

Student submits a detailed prospectus including proposed thesis, outline, bibliography, and research plan. The thesis must be a significant and relevant contribution to the field of political economy.

PS694: Thesis Prerequisites. 6 hours.

Student studies the time period, social context, etc. relevant to the subject of the thesis. May include such things as language and field research. The scope of this class must be outlined in the Prospectus (PS693).

PS695: **Thesis.** 9 hours.

Student completes research plan and writes thesis, then perfects it until it is accepted by the Graduation Committee. Must defend thesis orally.

R-PS617: **Elective.** Variable Hours.

Electives may replace other courses if approved by the Graduation Committee. Various Elective Courses may be offered from time to time. See Current Semester Registration.

R-PS619: Directed Readings. Variable Hours.

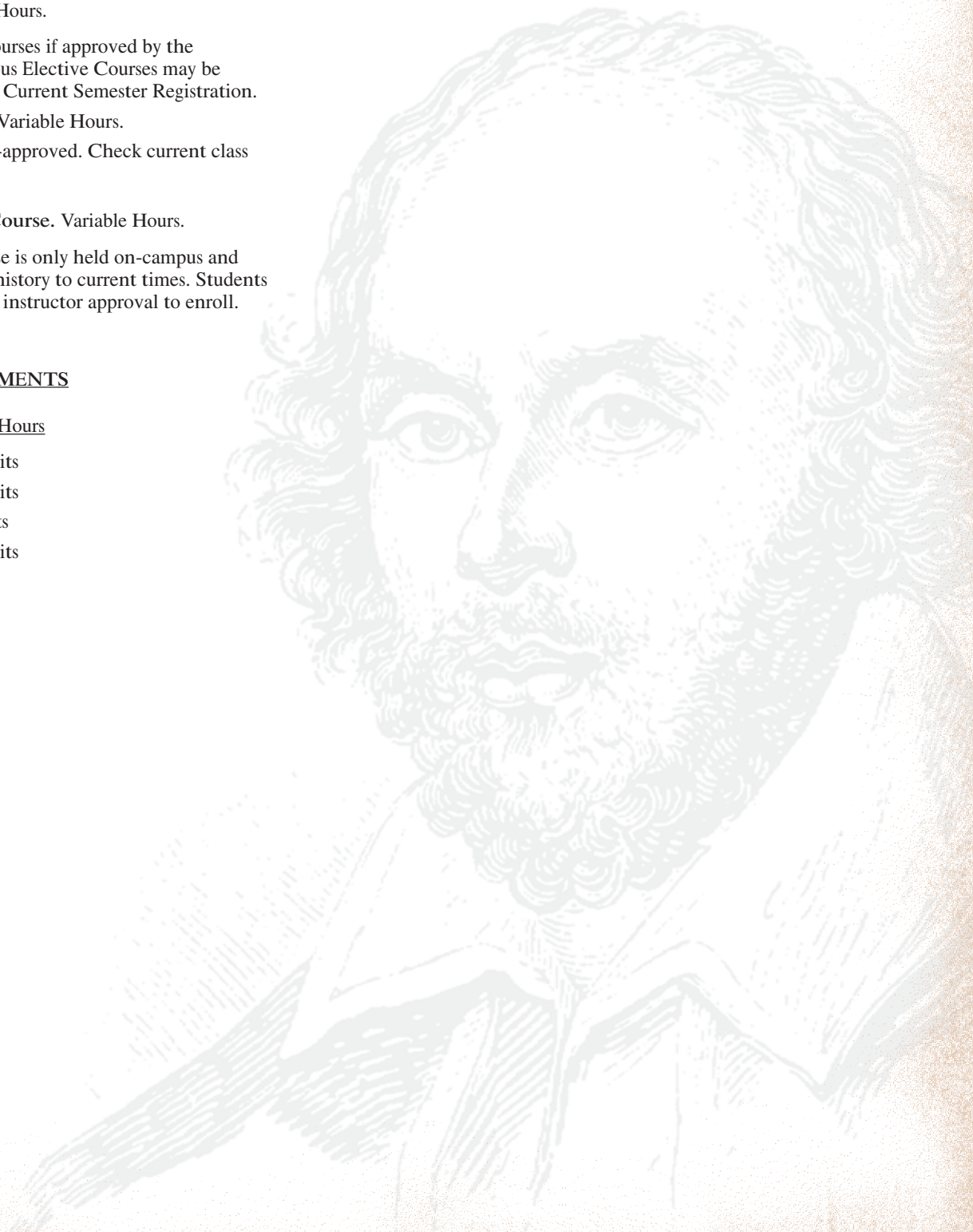
Directed readings must be pre-approved. Check current class schedule.

GH660: **Graduate Honors Course.** Variable Hours.

This intensely mentored course is only held on-campus and covers the great classics from history to current times. Students attending this class need prior instructor approval to enroll.

GRADUATION REQUIREMENTS

Field	Credits Hours
Political Science	21 Credits
Elective	15 Credits
Thesis/Project	9 Credits
Total:	45 Credits



Constitutional Law
Doctor of Philosophy (Ph.D.)

Jefferson Degree

The great challenges of our generation are yet unknown, but two things are as certain as history: the society of the 21st Century will do no better than its leaders, and its leaders are being prepared today. George Wythe College invites you to become one of them, to pay the price to know what Joan of Arc, Washington, Jefferson, Adams, Lincoln, Churchill and Gandhi knew — by meeting them firsthand, along with other statesmen of equal stature, studying what they studied, and learning what they learned.

The Jefferson Degree is designed to introduce current and future leaders — business CEOs, senior executives, attorneys, professionals, government officials, graduate students, scholars and others — to the greatest ideas in history concerning forms of government, economics, law, culture, and society.

It is a foregone conclusion that the challenges of the future will require new ideas and new actions, but the leaders who forge the society of the future will do better carrying the best of the past firmly in their minds and hearts. Welcome to the Thomas Jefferson Degree.

DOCTORAL COURSES

CONSTITUTIONAL LAW COURSES

CL900: Western Political Philosophy. 2 hours.

Students are introduced to the foundations of the legal and political philosophy of the Western Tradition from Plato to Freud.

CL902: Western Political History. 2 hours.

Students are introduced to the major contributors and events of political history from ancient tribal government through the present.

CL904: Constitutional Law. 2 hours.

An intensive line-by-line analysis of the Preamble, the United States Constitution and Amendments I-XII. Emphasis on memorization and knowledge of background detail.

CL906: Blackstone. 2 hours.

Intensive study of Blackstone's *Commentaries on the Laws of England* as a core foundation of the United States Constitution, with St. George Tucker's American update and footnotes.

CL908: Montesquieu. 2 hours.

Intensive study of Montesquieu's *The Spirit of the Laws* as a core foundation of the United States Constitution.

CL910: Colonial Culture. 2 hours.

A study of the language and culture of America during the founding era (c.1760-1820), with emphasis on word meanings, phrase significance and cultural references at the time the United States Constitution was written.

CL912: The Founders Constitution. 4 hours.

An intense study of founding era writers and their specific commentary on the United States Constitution.

CL914: Writings I. 3 hours.

This course focuses on a study of some of the most influential speeches, pamphlets, letters, documents and other original writings of the founding era.

CL916: Jefferson. 9 hours.

Reading and research from the entire collected writings of Thomas Jefferson. Students read all 20 volumes of Jefferson's complete works. Research emphasizes letters and their insight into original intent and clarification of international constitutional principles.

CL918: Adams. 2 hours.

Reading and research of the collected writings of John Adams, with emphasis on letters and his insight into original intent and clarification of Constitutional principles.

CL920: Washington. 2 hours.

Reading and research of the collected writings of George Washington, with emphasis on letters and his insight into original intent and clarification of Constitutional principles.

CL922: Madison. 2 hours.

Reading and research of the collected writings of James Madison, with emphasis on letters and his insight into original intent and clarification of Constitutional principles.

CL924: The Federalist Papers. 2 hours.

An intense study of all 85 articles of *The Federalist Papers.*

CL926: Writings II. 2 hours.

A study of specific constitutional topics found throughout The Anti-Federalist Papers and other readings of select founders including Mason, Hamilton, Paine, and others.

CL928: Tocqueville. 2 hours.

An in-depth analysis of the writings of *Democracy in America* with emphasis on international constitutional issues and modern application.

CL930: Bryce. 2 hours.

An in-depth analysis of the writings of James Bryce with emphasis on constitutional issues and modern application. Bryce did the same study for early 20th Century America as Tocqueville did in the 19th Century.

STATESMANSHIP COURSES

CL950: Township & State Constitutions. 2 hours.

Study of the township and state constitutions which preceded and prepared for the U.S. Constitution, as well as state constitutions since 1789.

CL952: International Constitutions. 2 hours.

The influence of the U.S. Constitution on state and foreign constitutions as well as legal systems. Study and development of corrective measures for constitutional weaknesses.

CL954: Amendments. 2 credits.

Study of the U.S. Amendments, including proposed amendments that failed.

CL956: Critical Constitutional Cases 1801-1900. 3 hours.

A thorough analysis of 50 key Supreme Court decisions, the legal reasoning and political atmosphere of each, and their legal and societal impact.

CL958: Critical Constitutional Cases 1901-present. 3 hours.

A thorough analysis of 50 more key Supreme Court decisions, the legal reasoning and political atmosphere of each, and their legal and societal impact.

CL960: Presidents & the Constitution. 3 hours.

Trace presidential attitudes toward the Constitution through two centuries of inaugural, farewell and other key addresses in comparison of words and actions as well as Executive Branch evolution.

CL962R: International Statesmanship. 2 hours.

Study of current world events, trends and international politics, economics, and diplomacy.

R-CL990: Elective. Variable Hours.

Electives may replace other courses if approved by the Graduation Committee. Various Elective Courses may be offered from time to time. See Current Semester Registration.

GH990: Graduate Honors Course. Variable Hours.

This intensely mentored course is only held on-campus and covers the great classics from history to current times. Students attending this class need prior instructor approval to enroll.

R-CL992: Directed Readings. Variable Hours.

Directed readings must be pre-approved. Check current class schedule.

DISSERTATION COURSES

CL993: Prospectus. 3 hours.

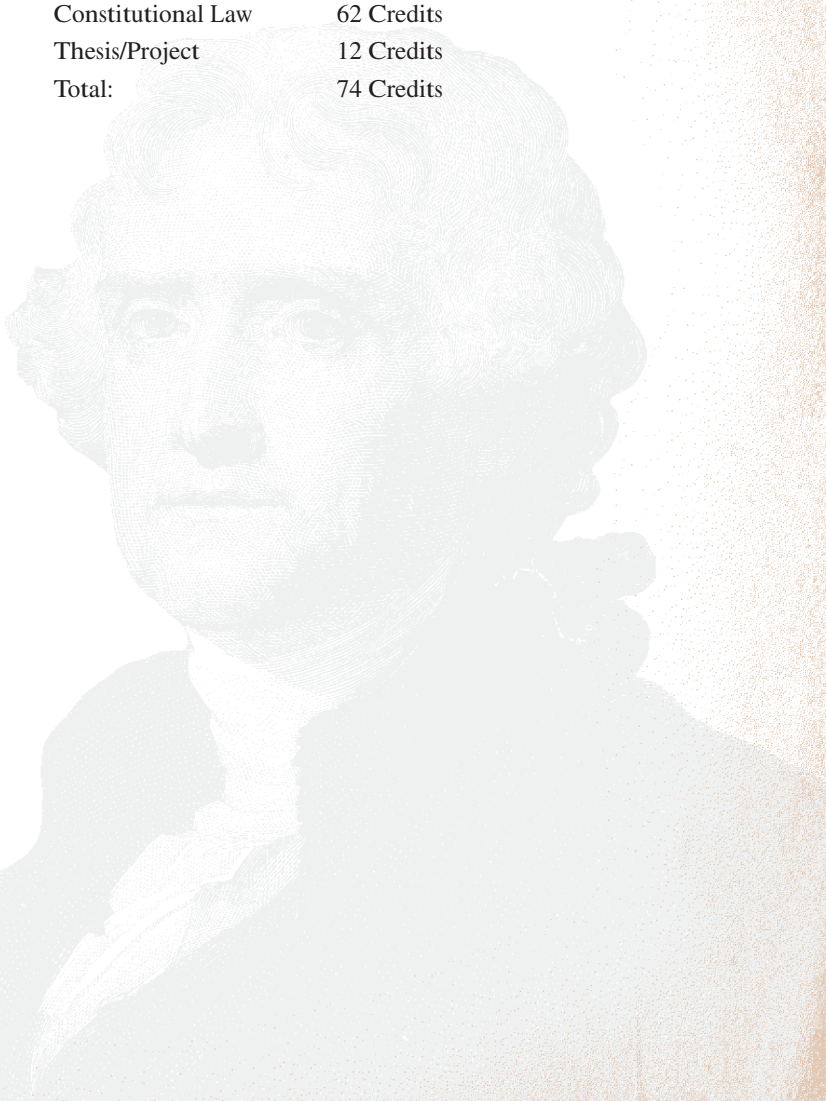
Student submits a detailed prospectus including proposed thesis, outline, bibliography, and research plan. Graduation Committee may approve a Project in place of a written dissertation. The dissertation and project must include original research and be a meaningful and relevant contribution to the field of constitutional studies and/or Statesmanship.

CL995: Dissertation. 12 hours.

Student completes research plan and writes a dissertation, then perfects it until it is accepted by the Graduation Committee. All students must defend their dissertation orally.

GRADUATION REQUIREMENTS

Field	Credits Hours
Constitutional Law	62 Credits
Thesis/Project	12 Credits
Total:	74 Credits



"For learning requires a mentor—an Athena, a Virgil, a Beatrice—to lead and teach, guide and instruct…showing their charges how to learn, stepping back when the pupil begins to see and to understand on his own."

— L. Cowan

CAMPUS AND OFF-CAMPUS STUDIES

Our official catalog is online. Please refer to the web addresses below for information on admissions, finances and any questions you might have.

Quick Web Reference

GWC Home Page	www.gw.edu
President's Message	www.gw.edu/about/from_prez.php
Prospective Students	www.gw.edu/prospective/
Undergraduate Program	www.gw.edu/prospective/ba/
On-campus Tuition	www.gw.edu/prospective/tuition.php
Off-campus Options	www.gw.edu/prospective/off-campus/
Financial Aid/Scholarships	www.gw.edu/prospective/financial
Schedule a Campus Visit	www.gw.edu/prospective/visits.php
Ask a Question	www.gw.edu/prospective/ask/
The Faculty	www.gw.edu/about/faculty_staff/

LEARN MORE ABOUT GEORGE WYTHE COLLEGE

The following articles teach more about George Wythe College and are available on our website at www.gw.edu under "newsletters".

"An Account of My Unexpected and Unannounced Visit to George Wythe College" – Kevin Smith

"Law School" - James C. Ure

"Hebrew, The Language of Liberty" - Oliver DeMille

"A GWC Student Attends Law School: Part I" - Kyle Nuttall

"There Ain't No Quick Fix" - Shanon Brooks

Culture

The culture at George Wythe College is every bit as important as the philosophy, methodology and curriculum. Our students, faculty and administration contribute to maintain an environment where learning, thinking, doing and becoming is a continuous process both in and out of the classroom.

Typically, students and faculty alike spend thirty to forty hours per week in intense study and academic discussion outside of the classroom. They approach their education like an entrepreneurial venture that will only succeed after hours of focused, self-motivated work.

Students value wholesome entertainment with fellow students and members of the community, but they realize that "playing" can become a distraction to their success. For this reason, they strive to be efficient with their time so they can study, serve and relax in proper balance. Even during "off" time, a visitor to George Wythe College might very well find students attending the local theater, reading a play together, singing and playing musical instruments, debating the philosophic character of a recent movie, organizing nature hikes, working out at the local gym, or discussing the principal effects leading up to the Protestant Reformation.

They marshal the resources of other students, talking over meals and into the night about principles, ideas, projects, presentations and real-life application. Cooperation and service generally replace competition and one-upmanship among the students and faculty. They realize that people are different, that everyone struggles in different ways, and that they are far better at building relationships and inspiring others when they set an example of dedicated study, while conveying a genuine and non-judgmental respect for others who are going about things differently. They know that each of their classmates is a genius in some way, and has the potential to make a serious impact on the world.

The visitor will quickly notice students walking to class discussing the day's reading assignments, or privately reading a book while they jot down ideas in the margins. A group of students are diagramming an idea using modules, lines and arrows that they plan to share in today's class. They are clean, well groomed and mentally ready.

Students generally enjoy small class sizes of twenty-six or less (with more than 1 mentor in classes over 15), and are most often seated around a table or in a U-shaped formation so that they not only learn from their mentor but from their fellow students. The glaze of inattentiveness and boredom is rarely seen in the classroom. Faculty and students alike realize that their learning will be enhanced if every member of the class is mentally and emotionally engaged. They study not only for themselves, but with their classmates in mind. They view themselves as a community of scholars who together create a collective knowledge greater than their own. Comments, questions and ideas from students are not patiently endured; rather the class has higher energy when the students make pointed, relevant comments that are directed to the class. Everyone listens closely to the comments of others, often making a counter-argument, and often jotting down either the main idea of the comment or a related thought or epiphany they experienced as a result.

The visitor will see students approach the board and diagram an

"George Wythe College is really teaching students to think because it is applying the lessons of past generations. Students attend class excited and yearning to learn; they graduate motivated and dedicated to serve. Our nation, indeed our world, needs the education George Wythe College is promoting."

— The Honorable William C. Goodloe, Justice of the Washington Supreme Court (Ret.)

"My visits to George Wythe College have given me a renewed sense of optimism. At George Wythe College I have seen and felt a genuine concern over the need for quality education. I have seen and felt a bold, pragmatic approach to the time-honored privilege of educating our students."

— The Honorable Phillip V. Sanchez, former U.S. Ambassador to Colombia and Honduras, and Trustee of the California State Colleges and Universities

idea for the class. He will see students feverishly turning the pages of their books looking for a quote they read that is relevant to the topic at hand. It is not uncommon for the mentor to break off lecturing or interrupt class discussion to move into an impromptu simulation—to test an idea, practice a concept or to create a mood designed to facilitate understanding.

Like most people, students experience bouts of dissatisfaction. They get homesick, tired of studying, discouraged at their seemingly slow progress, and they question whether or not they have what it takes to become a statesman. But they meet with their mentor who gives them encouragement and assigns them projects that are designed to help during these difficult times. Students also seek encouragement and direction outside of the college from parents, religious leaders and fellow students. Drawing from this environment, students overcome dissatisfaction and get back to work, finding joy in their renewal.

Although grades and credits are important to students, they are clearly secondary to getting a quality education. Students care less about "the game" of grades and credits, and more about real understanding. In a respectful fashion students freely question ideas and would rather explore new concepts than simply regurgitate what they think their mentor wants to hear.

Students work hard at diplomacy, not only by seeking insights into human nature from the classics, but by developing a polite and considerate disposition. They are sometimes fiery and even passionate in their defense of ideas in class, or in filling an adversarial role in a simulation, but they are diligently seeking the maturity that comes from knowing when to push and when to pull back.

Community relations are important to aspiring statesmen. Students realize that their own community is a perfect place to practice diplomacy, service and general kindness. Students and faculty are complimentary of others and seek to build bridges with those of various faiths, schools, political parties and ethnicities. They value relationships, and most people in the community are quick to say how impressed they are that George Wythe College students are so involved. They build relationships with other students and members of the community. They serve in various organizations, churches and even other schools.

It seems as if the principal character of students and mentors alike is that they care. There is a shared belief that the men and women with whom they associate were born to accomplish a meaningful work. Mentors and students want those around them to succeed. Their goals vary, their paths in life often wholly diverge, but there is an abiding sense that the short time they have to spend together preparing for their life's work is valuable, and should not be wasted.

In summary, students, mentors and the administration at the college realize and respect the genius and potential greatness around them. They know that they will be better equipped to seek, find and fulfill their own personal missions in life, and to stand as men and women who shape the state for the purpose of freedom, if they make the very most of the time they have in this unique community of scholars. Students study hard, day in and day out. They network; they make friends; they come to class prepared, engaged and ready to contribute; and they help maintain a culture and environment that is imperative to building statesmen.

The Board of Trustees

Donald N. Sills – Chair

Dr. Sills is Chairman of the George Wythe College Board of Directors. He has been an educator for 45 years and is a successful international businessman and ambassador for educational and religious freedom. Dr. Sills has been an advisor to three U.S. Presidents and numerous Congressmen. He has been instrumental in negotiating peace in Africa, Asia, Latin America and Europe. Dr. Sills has appeared on the Donohue Show, Larry King Live, Geraldo and the nightly news of NBC, CBS, ABC, CBN, TBN, and CNN. He is an ordained Baptist minister and has served as President of the Coalition for Religious Freedoms (Washington, DC), Chaplain to the World Conference of Mayors (Washington, DC), Executive Director of the World Council for Religious Liberty (Geneva, Switzerland), board member of the Presiding Council of the Inter-Religious Federation for World Peace (London) and the National Council for Better Education (Washington, DC), and as Director of the American Drug Abuse Foundation (Washington, DC).

Vicki Jo Anderson

Mrs. Anderson has dedicated over 20 years to researching the eminent men and women of the 18th and 19th centuries. She holds a B.S. in Sociology from Brigham Young University and an M.A. in History from George Wythe College. She has co-administered American Heritage Academy, an Arizona charter school, for the last 12 years. She is the past president of the Arizona Charter School Association, president of Zichron Historical Research Society, and a popular author and lecturer. Vicki Jo and her husband Steve are the proud parents of 8 children and 6 grandchildren, and they happily reside in Cottonwood, Arizona.

Rusty Bastian

Mr. Bastian grew up working side by side with his father and grandfather on the family farm in Aurora, Utah. After high school he attended Snow College, where he played baseball. He received a B.S. degree in exercise science from Utah State University and an M.A. degree in physical therapy from the University of Osteopathic Medicine and Health Sciences in Des Moines, Iowa. After practicing physical therapy, he took advantage of an opportunity to be a part of Redmond Mineral, where he now serves as president. For the past five years Redmond has been named as one of Utah's top ten businesses to work for, and he considers being a part of the Redmond team a great privilege. He received the MBA from the University of Utah in 2003. Rusty lives with his wife Becky and their four children on three acres of yard, garden and plenty of "family weeding fun" in Central Valley, Utah.

J. Monte Bledsoe

J. Monte Bledsoe was born in Denver, Colorado, raised in Las Vegas, Nevada, he married his high school sweetheart, Laura Lyman. Monte and Laura have five children and live in Overton, Nevada where they have resided for the past 25 years. After Monte and Laura were married Monte worked in construction for a short time, then worked in the Power Generation Industry for a number of years. Feeling the call to strike out on his own he started Summit Seekers Adventure Expedition Company, and starved for a time until he went back to generating power. After several years of recovery he once again felt that there was something more out there, so he found a compatible partner and started Brimont Construction Company, working mostly with custom residential and small commercial projects, Brimont has successfully carved out a nitch for themselves in the fast growing southwest by providing efficient and cost effective solutions to difficult construction problems. Monte, a 7th degree Black Belt and Black Belt Masters Hall of Fame inductee, has a successful karate studio with 3 other black belts in the family. Monte and Laura also run Quail Hollow Farm, a community supported agriculture farm, providing fresh organic fruits and vegetables to the community. Monte is a private pilot and he enjoys cycling, scuba diving, back packing, mountain climbing and almost anything else that requires cool gear. He is very active in his mission to build boys and mold men through his activity in his church and through his association with the Boy Scouts Of America. Monte is firm in his resolve to obtain, promote and develop leadership education for our time.

Shanon D. Brooks

A native of Seattle, Washington, Dr. Shanon Brooks has held teaching and administrative positions in a number of schools and businesses over the last 18 years. He is an author and a lecturer and is currently the CEO of George Wythe College. Dr. Brooks, his wife Julia, and their six children reside on MorningSong Farm in Southern Utah.

Allan Burton

Mr. Burton is the president of American Creek Resources Ltd., a publicly traded mineral exploration company. He received a law degree from Queen's University in Kingston, Ontario Canada and practiced law for 13 years. He has served on and chaired numerous boards and has been a Councilor in local government. Allan and his wife, Heather, reside with their nine children in the foothills of southern Alberta.

Oliver V. DeMille

Dr. DeMille is the founder and president of George Wythe College, and the author of *A Thomas Jefferson Education*. Dr. DeMille is a popular keynote speaker, writer and business consultant. He is married to the former Rachel Pinegar. They have eight children.

Julie M. Earley

Dr. Earley holds M.A and PhD degrees in Education from George Wythe College. Dr. Earley has taught in primary, secondary and post-secondary institutions and has lectured in many different forums. Currently she is a Professor of Liberal Arts and also serves as Dean of Extension Studies at George Wythe College. Dr. Earley is presently publishing a series of books to assist educators in mentoring students in classical literature. She and her husband Dan just welcomed their first child.

Shawn Ercanbrack

Mr. Ercanbrack began his career in business working with Franklin Quest as one of their top salesmen. After earning his B.S. from Brigham Young University he went on to earn a M.B.A. from Wharton Business School at the University of Pennsylvania. He currently works in commercial real estate in Pennsylvania, where he and his wife Sarah live with their four children.

Douglas Free

Mr. Free has been associated with George Wythe College since 1998, when he served on the steering committee during the latter end of its founding phase. He attended Brigham Young University, where he studied Business Management, Humanities, and Mechanical Engineering. He is currently a software consultant for Fortune 500 firms, working on corporate strategy with senior Management from companies like Nestle, SC Johnson, Coca-Cola, Danaher, and others. Mr. Free resides in Raleigh, NC with his wife Jenny and their seven children.

Andrew Groft

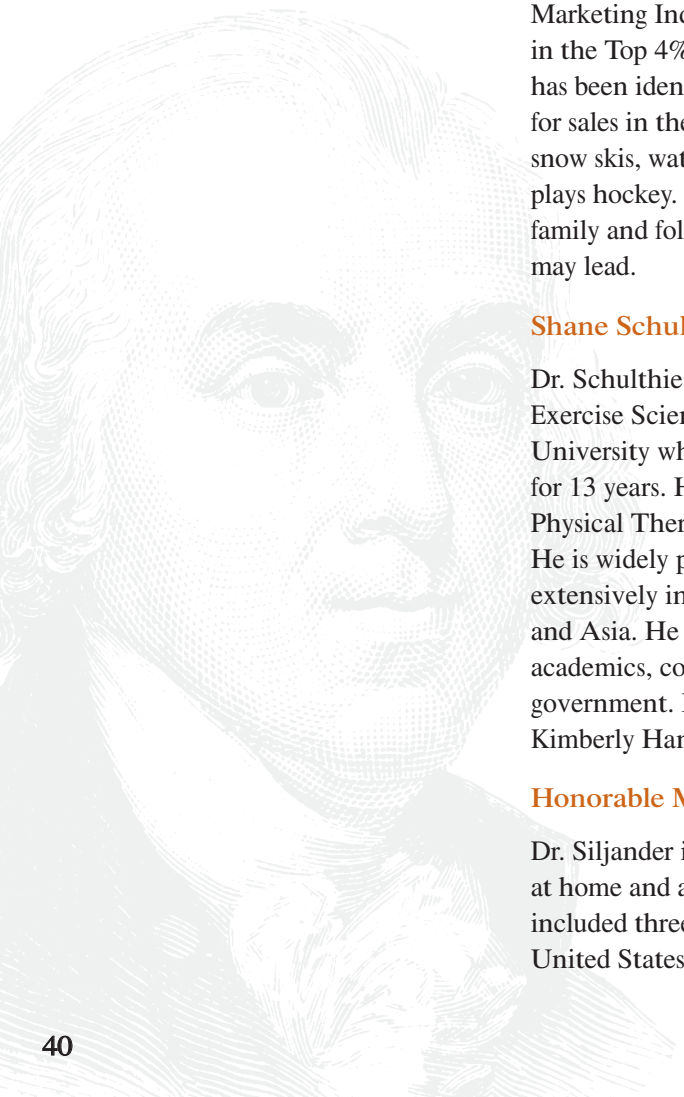
Dr. Groft has taught and consulted for the Pennsylvania School for the Deaf, Tennessee School for the Deaf and Blind, Southern Utah University, Iron County Public Schools, and several schools, businesses and governmental forums throughout the western United States, Europe and eastern Africa. Dr. Groft formerly served as Caucus Chair to the Family Caucus and Public Relations Liaison at the United Nations in New York and Istanbul. He has served on several business and academic boards. Andrew, his wife Leslie and their four children reside in Cedar City, Utah.

Diann Jeppson

Mrs. Jeppson is the founder and current President of the American Youth Leadership Institute. She received a bachelor's degree in statesmanship from George Wythe College. She has presented at numerous education seminars and conventions, including Utah Home Education Association, George Wythe College, Youth For America, the Thomas Jefferson Education Forum and the Utah State Association of Parliamentarians. She is a founder of the Eliza R. Snow Association, a women's literary society. She is a co-author of *A Thomas Jefferson Education Home Companion*, and co-owner of HomeFires, a business dedicated to building families that build statesmen. She and her four daughters regularly perform with their family bluegrass band, The Wildflowers, and recently released their first CD. She and her husband Adam live with their daughters in West Valley City, Utah.

Kenneth Krogue

Mr. Krogue has been involved with George Wythe College for over a decade. He participated in the original crafting and design of the GWC Mission Statement and early fundraising efforts for GWC. Kenneth Krogue joined InsideSales.com in November 2004 and manages marketing, inside sales, channels sales and development. Prior to joining Sales Team Automation, Mr. Krogue was one of the original founders of UCN (NYSE:UCNN), where he served notably as COO and Executive Vice President of Marketing. Prior to UCN, he created and directed the inside sales division at FranklinCovey (NYSE:FC), a leading provider of time and life management training systems. Mr. Krogue's experience also includes serving as Marketing Director for Infobases International, Inc.,



an information database company. He attended the United States Naval Academy and earned a B.S. degree in Psychology from the University of Utah. Kenneth and his wife Krystal live in Alpine, Utah with their 4 children. Mr. Krogue brings more than 15 years of experience in sales, development and marketing.

Lyle Mast

Mr. Mast, his wife Kellie and sons Jesse, Jeremiah, and daughter Daimery live in Edmonton, Alberta, Canada. Lyle began his entrepreneurial interests at age 15 and has been involved in the corporate arena with several companies at Senior Management levels. Today he owns and operates a business in the Promotional Marketing Industry. His business is listed in the Top 4% in North America, and he has been identified as being in the Top 5 for sales in the world. He skateboards, snow skis, water skis competitively, and plays hockey. However, he most enjoys his family and following Truth wherever it may lead.

Shane Schulthies

Dr. Schulthies received his Ph.D. in Exercise Science from Brigham Young University where he subsequently taught for 13 years. He also has degrees in Physical Therapy and Sports Medicine. He is widely published and has lectured extensively in the United States, Europe and Asia. He has a broad background in academics, consulting, business, and government. He is married to the former Kimberly Hanson. They have 9 children.

Honorable Mark Siljander

Dr. Siljander is an experienced statesman at home and abroad. His public service included three terms as a Member of the United States Congress (Michigan), where he served on the International Relations Middle East Subcommittee and was Ranking Member of the Africa Subcommittee. He was the primary sponsor of the African Famine Relief Act in 1985 and was later appointed by President Reagan as a U.S. Ambassador (Alt. Delegate) to the United Nations in New York, where he served as a member of the Middle East and Africa Strategy Group of permanent representatives. He is a student of several languages, including Arabic, Aramaic, Hebrew, Mandarin Chinese, and Spanish, and has spent over ten years studying the three Holy Books of the Abrahamic faiths. With over 24 years serving in the power circles of Washington and semi-official travel to nearly 120 countries, he has generated unique opportunities for frequent access to world leaders. These experiences have led him to develop a unique paradigm for the peaceful resolution of conflict that has been successfully applied in several challenging areas of the globe.

Tryge Lee Simpson

Tryge Lee Simpson was first introduced to George Wythe College in 1998 while researching the best way to educate his children. Mr. Simpson is passionate about the need for mentor based education. He said “We must find a way to lift and inspire those who will lift and inspire others the world over and George Wythe College is the best way I know.” Mr. Simpson has always enjoyed studying with his family and is presently pursuing a PhD in Constitution Law. Mr. Simpson jumped into his own business with both feet at the age of nineteen and has owned and operated various businesses in the construction trade for most of his adult life. Mr. Simpson presently lives in Northern Utah with his wife Tammy and their seven children.



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